



Welcome! Our Family Handbook provides important information you need to know to ensure the best possible start to quality education and care at Stepping Stones Child Development Centre.

Please take the time to read this Family Handbook which gives you an overview of our philosophy and goals followed by a summary of our policies and procedures and other important information. We have an open-door policy and you and your family are welcome to visit our Stepping Stones Child Development Centre at any time.

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## Our Philosophy

We believe every child is a unique and cherished individual—full of potential and purpose. Learning begins within a caring community, through strong relationships built on kindness, compassion, and trust, and continues through meaningful experiences that inspire curiosity, creativity, and resilience.

We see learning as holistic, interwoven through all aspects of a child's development: physical, emotional, social, spiritual, creative, cognitive, and linguistic. We recognise the vital role of families as children's first teachers and are deeply grateful for the trust they place in us. We value the partnerships that support each child's learning, wellbeing, and sense of belonging.

We are committed to creating environments where:

- Kindness, compassion, and trust form the foundation for growth
- Joy is found in everyday moments and meaningful learning experiences
- Every child feels seen, heard, and celebrated
- Children are empowered to explore, take risks, and make sense of their world

Together with families, we lay strong foundations for learning and life—building a joyful, kind community where every step is supported and celebrated.

## Our Practice

As educators, we are co-learners and intentional guides. We design open-ended, hands-on experiences that reflect each child's stage of development, interests, and strengths. Our learning environments foster wonder, connection, and a strong sense of belonging.

Daily rhythms offer security and comfort, while making room for spontaneity, exploration, and joyful discovery. We support each child in the present moment while preparing them for a future of confidence, compassion, and continued growth. We walk alongside families with deep gratitude—for their trust, partnership, and shared role in each child's journey. Through these relationships, we continue to grow as a community where joy, kindness, and gratitude flourish—one step at a time.

## Our Mission

We partner with families to build a joyful, kind community—one step at a time. Anchored in kindness, compassion, and trust, we create a nurturing environment where every child feels seen, heard, and celebrated. Through meaningful play, strong relationships, and shared gratitude, we support children to grow with confidence and curiosity—empowered to explore, take risks, and make sense of their world.

## Our Vision

We envision a community where joy, kindness, and gratitude grow—a trusted, inclusive space where children and families feel deeply connected and supported. At Stepping Stones, joy is found in everyday moments, and learning is embraced as a lifelong journey. Each child is encouraged to flourish in their own time and in their own way, surrounded by a community that walks beside them—growing together, one step at a time.

## Our Core Values

Our values of **Community**, **Kindness**, **Joy**, **Growth**, and **Gratitude** serve as our guiding light, inspiring everything we do and shaping the way we support and nurture each other.



## Service Information

Our Service caters for children aged 2 years and 9 months up to 5 years of age. We are open from 7.30am to 5.30pm Monday to Friday, 50 weeks of the year and closed on WA public holidays. Notice will be given in our communication channel when closures occur.

Stepping Stones Child Development Centre is a registered not-for-profit organisation that was established by the East Fremantle Baptist Church in 2010. The service is managed by a board of professionals in partnership with the Centre Director. The Director is also the Nominated Supervisor of the service (person responsible for meeting childcare regulations) and in the Director's absence a person/staff member to act in place as the supervisor will be appointed.

## Contact Information

Phone: (08) 9319 8034

Mobile: 0431 848 034

Address: 6 Fortescue Street East Fremantle WA 6158

Director email: [director@steppingstonescdc.com.au](mailto:director@steppingstonescdc.com.au)

Accounts email: [finance@steppingstonescdc.com.au](mailto:finance@steppingstonescdc.com.au)

Administration email: [admin@steppingstonescdc.com.au](mailto:admin@steppingstonescdc.com.au)

Website: [www.steppingstonescdc.com.au](http://www.steppingstonescdc.com.au)

## Our Educators and Staff



Amanda Saunders  
Centre Director



Rebecca Rosindale  
Administration Assistant



Jessica Speciale  
Lead Educator



Elizabeth Meagher  
Early Childhood Teacher



Amalia Stipanicev  
Assistant Educator



Anupma Daniels  
Assistant Educator



Roberta Truda  
Assistant Educator



Holly Young  
Trainee Early  
Childhood Educator



Fiona Daniels  
Casual Educator



Leilani Bell  
Casual Educator

## Our Educators and Staff

Our Service is made up of a team of high-quality professional educators who are committed to and passionate about early childhood education and care. Our staff promote the human rights, safety and wellbeing of all children and consider and respect their diverse backgrounds and needs. We create an environment that promotes and enables children's active participation and is welcoming, culturally safe and inclusive for all children and their families.

Our educators are continually evaluating how our curriculum meets the educational and emotional needs of our children and reflecting on ways to improve children's learning and development. Our Centre Director and Educational Leader guide our team of educators to provide quality, research based educational programs.

Our educators consider children's learning styles, abilities, interests, linguistic and cultural diversity and family circumstances when planning and implementing learning programs. We support and respect the history and backgrounds of Aboriginal and Torres Strait Islander people and aim to foster each child's sense of identity.

All staff are encouraged and supported to attend professional training and development to further their knowledge and skills. All staff also hold valid Working with Children Card and all Responsible Persons (placed in charge of the day-to-day running of the service) have current ACECQA approved First Aid, Emergency Asthma and Anaphylaxis qualifications.

## Our Commitment to Child Safety

Our Service is committed to ensuring the safety and wellbeing of children is maintained at all times whilst being educated and cared for by educators and staff at Stepping Stones Child Development Centre. We promote a child safe environment that minimises the risk to all children in our care from all types of abuse, harm and neglect. We understand our responsibilities and statutory duty of care to adopt and comply with the National Principles of Child Safe Organisations and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

Our staff carry out their responsibilities as mandatory reporters as required by law under the Children and Community Services Act 2004 and maintain up to date knowledge of child protection law and child protection training.

Our staff are recruited through an extensive screening process to ensure they display the right personal qualities and experiences to provide high quality supervision and care to children in addition to holding a validated Working with Children Check.

We have a zero tolerance for inappropriate behaviour towards children and any breach of child protection law. Any allegation or concern will be responded to promptly by management. We request that you contact our Centre Director if you have any concerns. We aim to ensure our education and care service is a tobacco, drug and alcohol-free environment at all times in accordance with Education and Care National Law and Regulations. Smoking or vaping is not permitted in or on surrounding areas of the Service by educators, staff, parents or visitors.

## Code of Conduct

The Code of Conduct establishes the standards for all employees, students and volunteers of our Service. Employees are committed to adhere to the ethical responsibilities of early childhood professionals outlined in the Early Childhood



Australia's Code of Ethics. The values that underpin our work ethic include equality, respect, integrity and responsibility.

## National Quality Framework

Our Service complies with the Australian Government's National Quality Framework (NQF) which consists of the legislative framework of the Education and Care Services National Law and National Regulations, the National Quality Standard and a rigorous assessment and rating system. Our educational program and curriculum are based on the Australian Early Years Learning Framework. We regularly self-assess our practices against the National Quality Standard and strive for continuous improvement through our Quality Improvement Plan (QIP). The QIP assists our service to identify quality aspects of care we are already providing and assists in developing future goals for further improvement. Families are welcome and encouraged to provide feedback and suggestions for improvement at any time.

## Regulatory Authority

Our Service is regulated by the national body for early education and care – the Australian Children's Education and Care Quality Authority (ACECQA) as well as the state licensing department in WA. To contact our Regulatory Authority, please refer to the contact details below:

### The Education and Care Regulatory Unit

WA Department of Communities

Phone: 1800 199 383

Mailing Address: Locked Bag 5000, Fremantle WA 6959

Email: [ECRU@communities.wa.gov.au](mailto:ECRU@communities.wa.gov.au)

## Early Years Learning Framework (EYLF)

The Early Years Learning Framework V2.0 (EYLF) guides early childhood educators, early childhood teachers and approved providers to inform educational programs and practices that emphasise play-based learning and extend and enrich children's learning and wellbeing from birth to 5 years and through the transition to school.

The EYLF was reviewed and updated and released in early 2023 to ensure the framework reflects contemporary developments in practice and knowledge while supporting educators to promote the learning, development and wellbeing of each child.

### The vision of the EYLF is:

All children engage in learning that promotes confident and creative individuals and successful lifelong learners. All children are active and informed members of their communities with knowledge of Aboriginal and Torres Strait Islander perspectives. (EYLF, V2.0, p.6)

Fundamental to the EYLF is a view of children's lives as characterised by **belonging, being and becoming**. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, 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. The EYLF is made up of learning outcomes, principles and practices which educators use in their documentation of children's learning and in their reflection and planning.

### BELONGING

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong to diverse families, neighbourhoods, local

and global communities. Belonging acknowledges children's independence with others and the basis of relationships in defining identities. In early childhood, and throughout life, trusting relationships and affirming experiences are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

## BEING

Childhood is a time to be, to seek and make meaning of the world. Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the present, as well as the past in children's lives. It is about children knowing themselves, developing their identity and building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about children being in the here and now.

## BECOMING

Children's identities, knowledge, understandings, dispositions, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises the collaboration of educators, families and children to support and enhance children's connections and capabilities, and for children to actively participate as citizens. (EYLF. 2022. V.2.0. P.6)

The diversity of family and community life in Australia means that children experience belonging, being and becoming in many ways. They bring their diverse experiences, home languages, perspectives expectations and cultural ways of knowing, being and doing to their learning. Educators understand, respect and work with each child's unique qualities and capabilities (EYLF. 2022. V.2.0. P.8). Children's learning, development and wellbeing are communicated through 5 Learning Outcomes.

**Outcome 1:** Children have a strong sense of identity

**Outcome 2:** Children are connected with and contribute to their world

**Outcome 3:** Children have a strong sense of wellbeing

**Outcome 4:** Children are confident and involved learners

**Outcome 5:** Children are effective communicators

## Educational Program

We are committed to providing a quality educational program which caters for each child's individual needs, abilities and interests. Our curriculum is delivered through an intentional, play-based pedagogy aligned to the Early Years Learning Framework (EYLF) V2.0. Our program continues to evolve as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities and interests are the foundation of our programs.

We encourage children to be responsible for their own learning through choices in experiences, interests and routines. We use conversations, actions and play as the basis for teaching, which ensures the children are partners in learning as we explore their ideas, opinions, thoughts and questions. We encourage children by promoting their independence and self-help skills as they assist within the routines and become involved in interest-based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement to ensure we gather a comprehensive and holistic view of the child.

We know that children learn effectively through play and having educators who are diligent in their responsiveness to each child support this. Applying strong intentional teaching practices provides the children with an authentic and meaningful learning environment that challenges, supports and nurtures their development.

If we have any areas of concern about your child's development, we will communicate with you and share our observations before offering recommendations for additional support. We understand this can be a sensitive topic and it is always your decision to follow up on our recommendations. We will always make ourselves available to discuss any aspect of learning and



development with parents and support discussions with allied health professionals.

## Goals for your child at Stepping Stones

Educators' practices and the relationships they form 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 their learning. Children's early learning experiences have a significant influence on their future.

We will observe and document a range of short and long-term goals for your child that will guide our program decisions and will be based on the outcomes in the Early Years Learning Framework. These include:

- mutual respect and empathy
- concern and responsibility for self and others
- a sense of self worth
- social awareness
- respect for diversity
- importance of sustainability
- self-discipline and self-regulation
- habits of initiative and persistence
- creative intelligence and imagination
- self-confidence as an independent learner
- a love of learning.

We strongly encourage open communication between families and educators to ensure continuity for your child. We acknowledge that the role of the educator is to work in partnership with families, children's first, and most influential teachers.

## Documentation of Learning & Communication

At Stepping Stones Child Development Centre, we use the Xplor app to communicate with parents and caregivers throughout the day. Educators record observations and learning achievements through the app. The Xplor app is a place where you can manage bookings and payments as well as access learning and health updates for your child.

The Xplor app is also used to sign your child in and out on the days they attend. We strongly recommend parents and caregivers download the app to make the sign in/out process quick and easy.

At Stepping Stones Child Development Centre, we work in partnership with you and your family. We support and encourage open communication with centre staff about your child's unique needs and their general enjoyment of their day at our service. Our friendly and understanding team would love to discuss your child and how we can best support them at a time that is convenient for you. Whether that be morning, afternoon, in person, via email or over the phone. Please do not hesitate to contact us at any time.

## Enrolment Information

Prior to your child commencing at our Service, you'll be required to complete an enrolment form, provide documentation and pay the \$50 registration fee. If you require assistance completing the enrolment form, please contact our Centre Director or Administration staff for assistance. We will require the following documentation as part of the enrolment process:

- a copy of your **child's birth certificate** or identity documents
- your child's **GP and contact details**
- your child's **Medicare number** (if available)
- certified copies of any **court order**, parenting orders or parenting plans
- an **immunisation history statement** less than 2 months old, from the Australian Immunisation Register

Children have the option of attending **full days** or **half days**. Half day mornings are 7:30am-12:30pm and afternoons 12:30pm-5:30pm, but priority is given to full day, permanent weekly enrolments.

Extra **casual bookings** for attendance days can be requested using the Xplor app or via email. Preference is given to children with a permanent enrolment.

Requests will be confirmed if a placement is available. **2 working days' written notice** is required for cancellation of casual bookings, otherwise the casual fee will be charged.

If you would like to increase your child's permanent sessions but there are no permanent vacancies, your child will be placed on a **waiting list** until a position becomes available. Positions will be allocated in order of application, whilst adhering to our Priority of Access process.

## Family law and access

Stepping Stones Child Development Centre will uphold any responsibilities or obligations in relation to Family Law and access to the Service. We require copies

of any court order, parenting orders or parenting plans, relating to your child as part of the required enrolment documentation and request that if situations change, a copy of the Court Order is provided to our Service.

We will only allow children to leave the Service with the written permission of the custodial parent/guardian. Without a Court Order we cannot stop a parent collecting a child. The approved provider will ensure that any child related documents containing personal information about individuals will only be disclosed with written consent. Individuals may withdraw their consent in writing before any information is disclosed. [ Reg. 177 (4, 4A, 4B, 4C)] All documentation relating to custody and access are held and maintained securely in accordance with our Record Keeping and Retention Policy.

## Inclusion of all children

If your child has a disability, please speak to our Centre Director prior to enrolment. We provide a supportive and inclusive environment that allows each child to fully participate in quality education and care. We aim to develop and sustain supportive relationships with families and encourage discussions about how we can support your child to have equitable access to resources and participation. If your child has a National Disability Insurance Scheme (NDIS) package, we may need your consent to contact services and/or therapists who are working with your child to seek information regarding their learning plan to support continuity of learning. Our Service may be able to apply for additional support through the Inclusion Support Program (ISP) to assist your child's access.

## Authorised Nominees

You will be requested to provide information about authorised nominees on your child's enrolment form. These are persons that you provide permission to:

- collect your child from the Service
- provide consent for medical treatment for your child from a medical practitioner, hospital or ambulance service
- provide consent for the transportation of your child by an ambulance service
- provide consent to go on an excursion.

Please understand that it is essential we have up-to-date information on your



child's enrolment record in case of an emergency. It is important that you notify the Centre Director (or Administration Assistant) in writing of any changes to enrolment information including:

- your residential address
- health of your child
- contact details/phone numbers for any parent or authorised nominee
- family changes (parenting orders)

## Authorisations

Authorisations will also be requested for application of sun cream, permission to administer emergency medication to your child in the case of an asthma or anaphylaxis emergency (Ventolin or EpiPen®) and permission to access medical treatment and transport in case of an emergency. Parents must also provide the name, address and contact details of any person authorised to authorise our Service to transport your child or arrange transportation for your child. This may be authorisation for your child to go on an excursion and/or for your child to be transported by our Service.

## Excursions

Excursions are an important and valuable part of learning in early education. They expose a child to a range of different experiences and help them to observe and understand the world around them. For any excursion or regular outing in our community, we will complete comprehensive risk assessments to minimise any identified risks as part of our planning process. We provide parents with information about the excursion in advance and require written authorisation for each child to participate on an excursion or regular outing. Authorisation for regular transportation or outings will be gained once every 12 months or whenever any of the circumstances of the transport may change.

## Photographs, social media, promotion

As part of the enrolment process, we will also ask for your permission to take photographs and video of your child during normal activities and excursions as part of our observation and planning process. Photographs and video may also be used for sharing with our parent community through social media and/or to promote our Service to the community through marketing and promotional materials. Should you **not** want your child's image to be used in marketing or promotional materials please ensure you advise us on enrolment. We also request

families comply with the guidelines of the National Model Code and not take images or record videos of children whilst at the education and care service or share any images of other children from the Xplor app. Families are asked to respect that staff are not allowed to share information on any other children, families or staff members and staff are encouraged to not join or follow any families social media accounts.

## Fees, rebates and attendance

Our Full Day fee \$145 and our Half Day fee is \$86.50, before Child Care Subsidy (CCS) has been applied. Fees must always be paid 2 weeks in advance and are subject to change with **4 weeks written notice**. Fees are also payable for public holidays and for absences. (Regulation 172 requires a minimum of 14 days' notice)

## Payments and Statements

A \$50 Registration fee is paid when the waitlist form is submitted, and enrolment is confirmed. Full fee value is payable for your child until your Centrelink childcare subsidy (CCS) approval is received by Stepping Stones. Fees are payable through the service's Direct Debit system and payments are processed on a Friday. It is the enrolling parent's responsibility to make sure the details provided for Direct Debit are up to date and funds available on the date of direct debit. A \$2.75 (inc. GST) dishonour fee is applicable to each unsuccessful transaction. If you are experiencing financial hardship, please email our Centre Director of Finance Manager for support and guidance.

## Child Care Subsidy (CCS)

Child Care Subsidy (CCS) offers assistance to families to help with the cost of child care aged 0-13 years. There are 3 factors that will determine a family's level of Child Care Subsidy, which include:

- combined annual family income
- activity test – the activity level of both parents
- service type – type of child care service and whether the child attends school

Families who wish to receive CCS as reduced fees must apply through the [MyGov](#) website. CCS is paid directly to our Service to be passed on to families as a fee

reduction. Families will contribute to their child care fees and pay the difference between the fee charged by our Service and the subsidy amount received. This is called the 'gap fee'.

On enrolment we will need the Customer Reference Number (CRN) of the person linked with the child, along with the child's CRN so we can confirm the attendance and ensure that you are receiving the appropriate subsidy. A CWA (complying written agreement) must be acknowledged via the Xplor app by the claiming parent for Stepping Stones to be able to receive government funding on your behalf.

## Absences

Absences for sickness and holidays must be paid for. Swap days are not permitted. Families who are eligible for Centrelink payments can receive the subsidy for any absence for up to 42 days per child per financial year. Additional absences beyond 42 days for certain reasons may be approved and paid. Please contact Centrelink for more information. Children must be signed in and signed out for each day of their attendance. Failure to record attendances or absences may result in a loss of Centrelink benefits.

## Cancellation or Amendment of Placement

Children will remain enrolled and keep their place unless their parents/guardian notify the centre in writing that they wish to cancel or amend their enrolment booking with a minimum of **2 weeks written notice** required.

## Arrival and Departure

Each day, you must sign your child in upon arrival and sign out upon departure using the Xplor app. We are required by legislation to always maintain our attendance record. This record may be used in the event of an emergency situation at the Service.

Our staff have a duty of care to your child and will only allow your child to be released into the care of either a parent, guardian or an authorised nominee as listed on your child's enrolment record. If your child needs to be collected by another person for some reason, authority to collect must be provided in writing to the Centre Director, and the individual will be required to confirm their identity

using photographic ID documents before the child will be released into their care.

Please also note our centre hours are 7.30am – 5.30pm. For licencing and insurance reasons, please collect your child by 5:30pm. There is a late penalty for arriving for pick up past closing time. Late pick up's will be charged at \$15 per 10 minute block or part thereof after closing time until the child is collected.

## The first day/week

The first day in a new service is a big step for you and your child. Please don't be alarmed if your child experiences some separation anxiety. This is normal and our experienced educators will assist you and your child through this transition period. Try to establish a familiar care routine from the orientation process to support your child in this transition. Being well organised and avoiding a rush can also help ensure a calm start to the day. Sometimes this experience is more upsetting for the family, than the child. We understand this and offer support through phone calls during the day, photos and open communication.

## What you need to bring

Each child is required to bring the following items for their session:

- Backpack or tote bag
- 1 piece of fruit/vegetable to share for fruit time
- 2 changes of clothes (suited to the weather conditions)
- 1 waterproof bag for wet/soiled clothing
- 1 wide brimmed sun hat (we aim to be a Sun Safe service)
- 1 water bottle, (no juice or cordial please)
- Safe, comfortable footwear (no slippers, thongs or heeled shoes please)
- Packed lunch in lunch box in a cool bag. We recommend a simple, balance lunch with finger foods, i.e. sandwich or wrap, a piece of fruit, cheese, crackers etc. Please remember no nuts permitted.

Please ensure to clearly label all of your child's belongings with their name.

Toys and special items that may be lost or broken are to be kept at home.

However, should your child require a comfort toy for a specific need (i.e. rest time) these will be welcomed. Occasionally items from home may be requested to enhance your child's learning experience. Toys that represent violence or war



such as guns are not permitted in Stepping Stones.

## Rest and Sleep

The children will have an opportunity for a short rest time after lunch. Depending on children's needs this may include quiet play activities. We provide a pillow and pillow cover for your child's rest.

## Daily Routine

We will use a flexible guide to the daily routines, which may change due to the weather, children's needs and interests or for special activities. Below is an example of the daily routine:

7:30-9:15am	Free flow indoor/outdoor play based on weather/children's interests
9:15am	Welcome mat time (singing, finger rhymes, stories and daily greetings as a group).
9.25am	Sunscreen and wash hands
9.30am	Fruit time / Morning tea
10.15am	Intentional teaching and activity time
11.45am	Morning mat time (songs/music & movement/stories)
12pm- 1:00pm	Lunch time and rest time (wash hands, eat lunch, quiet play, rest).
1.15pm	Sunscreen reapplication (as required)
1.30pm	Intentional teaching and activity time. Free flow indoor/outdoor play based on weather/children's interests
2.20pm	Afternoon mat time (drama, music, stories).
2.30pm	Sunscreen and wash hands
2.35pm	Fruit time / Afternoon tea
3.00pm	Free flow indoor/outdoor play based on weather/children's interests
4.30pm	Prepare for home, pack away outside
5.15pm	Packing away inside, prepare for home

**Meals/Snacks:** Morning tea and afternoon tea consists of fruit and vegetables along with various simple snacks (rice crackers, popcorn etc). Each child will be asked to contribute one piece of fruit or vegetable to these snack times and the

centre will provide additional items. Children who are at the centre for full days are required to bring a packed lunch. Children attending half days up to 12:30pm are also encouraged to bring their lunch to eat with their peers. All children also require their own water bottle labelled with their name.

**Due to the high allergy risk no nuts will be permitted on the premises.**

## Sustainability

Our Service is passionate about sustainability. We believe in supporting children to appreciate and care for the environment by embedding sustainable practices into the daily operation of our Service, infrastructure and teaching. Further, we support children to appreciate that sustainability embraces social and economic factors as we engage in concepts of social justice, fairness, sharing, democracy and citizenship.

To empower our sustainability program, we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussions around sustainable practices, encouraging an appreciation and care of the natural world, encouraging them to participate in a recycling and composting program, reducing energy and conserving water. We aim to provide children with the skills and knowledge required to take an active role in caring for the environment and to think about ways they can contribute to a sustainable future.

## Celebrations

We encourage families to communicate with staff about the special celebrations they share with their children. These may include birthdays, remembrance days, and their family traditions for Easter, Christmas and other observances. Where appropriate these will be included in the children's educational program. Due to enrolled children with allergies and intolerances, please discuss with your child's educators the suitability of shared Birthday treats prior to your child's Birthday celebration.

## Sun Safety

Please provide a wide-brimmed or bucket hat labelled with your child's name to be worn during outdoor play. The centre has available Woolworths 50+ sunscreen for your child to use. Permission for sunscreen application is included in enrolment. Should an alternative sunscreen be needed please advise us on enrolment and provide this each day your child attends the service. Please ensure your child is wearing SunSmart clothing that is appropriate to the weather conditions.

## Toileting

We ask that your child is **fully toilet trained** before commencing with us. Nappy change facilities are not available onsite, so please discuss your child's needs with your child's educators if you have any concerns regarding their independence in toileting.

Whilst we do encourage independence, we also understand that accidents do happen. Please provide at least two spare changes of clothes for your child and a waterproof bag for the transport home of any wet clothing. Hygiene practices will be of a high standard and frequent reminders and encouragement for children to use toilets will be given.

## Parent Participation and Feedback

Our Service has an Open-Door Policy and actively seeks and encourages families to be involved in the Service. If you wish to provide feedback please speak to your child's educator or contact our Centre Director in person, via phone, or email. Stepping Stones Child Development Centre encourage parents and volunteers to spend time sharing their skills and talents with us to enhance the teaching program and expand the children's learning opportunities. Please see your child's educator if you have something to share with the children or if you would like to be involved with "parent help". We may also send survey links to families throughout the year with targeted questions on relevant topics. Your involvement is encouraged but purely voluntary.

## Pastoral Care

We understand that life has many challenges, and we would like to extend our support to all our families in times of need. With our Pastoral care connections at

East Fremantle Baptist Church we can offer professional support, a listening ear and practical assistance should your family require it. Please do not hesitate to let us know should you or your family need to access this additional support service.

## Christian Values

As Stepping Stones has been established by the East Fremantle Baptist Church (EFBC), we seek to maintain a Christian ethos. Our programs will include opportunities such as;

- Promotion of Christian values - service, perseverance, compassion, self-discipline, honesty, openness, responsibility, kindness and consistency.
- Daily prayers, singing or saying grace before meals and Christian music
- Simple Bible stories on occasions when relevant, such as Easter & Christmas.
- Pastoral care for families.
- An openness to discuss spirituality with parents.
- Inclusiveness and respect for differences.
- Collaborative events with the EFBC and associated communities (e.g. Playgroup, Bible Study groups, Christmas concert)

All Stepping Stones staff will be supportive of the Christian ethos and conduct themselves accordingly.

## Behaviour Guidance

We encourage children to engage in cooperative and pro-social behaviour. We give children the opportunity to self-regulate their behaviours during play to develop their confidence and self-esteem. Educators follow the Service's Behaviour Guidance Policies, and this provides consistency of expectations in all rooms.

We use a positive approach to guiding children's behaviour to help them develop a respect for others, for property and respect for self. If children present inappropriate behaviour, suitable reminders of expectations and consequences will be given. Parents will be consulted for ongoing behavioural issues. If you require further information on this, or any other policy, please ask your child's educator or contact the Centre Director.



## Health and Hygiene

Our Service has effective and systematic risk management systems in place to identify any possible risk of hazards to our learning environment and practices. All staff diligently practice and model personal hygiene measures such as hand washing, cough and sneeze etiquette and disposal of tissues. We request that all children and visitors to our service wash their hands or use the alcohol-based hand sanitiser upon arrival. Our educators teach and model correct hand washing techniques to children and regularly clean and disinfect high touch objects throughout the service to reduce the spread of infection.

### When should I not send my child to Stepping Stones?

Please monitor your child's health and do not bring your child to Stepping Stones if they are suffering from any illness or infectious disease. To minimise the spread of infections and diseases, and maintain a healthy environment for all children, educators and staff, we implement recommendations developed by the National Health and Medical Research Council (NHMRC).

If your child becomes ill whilst at our service, we will contact you or an authorised nominee to collect your child within a 30-minute time frame where possible. If your child is unable to be collected, educators will contact the child's emergency contact for collection. When your child is collected, you will be provided with an **Injury, Incident, Trauma and Illness Record** completed by the educator which includes information about your child's illness, their symptoms, general behaviour and any action taken. You will be requested to sign and acknowledge the details in this record.

Your child should not attend the Service if they have had paracetamol within 24 hours for a temperature. Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease. If your child has been vomiting or had

diarrhoea, they will be excluded for 48 hours. For certain illnesses, a medical clearance certificate may be required before your child returns.

In the case of an outbreak of any vaccine preventable disease, management will contact families as soon as possible. We ask that families immediately inform our Service if someone in their family is diagnosed with an infectious disease to help minimise the risk to other children, families and educators. We are legally required to notify the Public Health Unit of any cases of vaccine preventable diseases occurring at our Service.

**Immunisations:** You must provide your child's current Australian Immunisation Register (AIR) Immunisation History Statement which shows your child is 'up to date' with all the scheduled for their age. This statement must be no more than two months old. Children who are not up to date with immunisations are ineligible to enrol at Stepping Stones.

**Allergies, Asthma, Diabetes or Epilepsy:** Stepping Stones Child Development Centre is an **Allergy Aware** centre, and nuts and products containing **nuts are not permitted** into Stepping Stones. This will be strictly followed by all participants in Stepping Stones. It is vital that we are aware of any medical condition including diabetes, epilepsy, allergies, eczema, asthma, risks of anaphylaxis of your child including any potential triggers. Families are required to indicate any allergy or asthma on the enrolment form.

Our Service requires a Medical Management Plan or ASCIA Asthma/Anaphylaxis Action Plan to be completed by your General Practitioner to assist in managing your child's needs. This needs to be provided prior to your child's commencement at the Service. In consultation with the Centre Director you will be asked to develop a Risk Minimisation Plan and Communication Plan to assist our educators and staff. Any prescribed medication that your child may require must be provided each day they attend our Service.

**Medication:** If your child requires medication whilst at our Service, you must complete an Administration of Medication Record to give your consent for an

educator to administer prescribed medication to your child. Medication must be given directly to an educator for appropriate safe storage. Educators can only administer medication that is:

- prescribed by a registered medical practitioner (with instructions attached to the medication or in written form from the medical practitioner)
- in its original packaging and have the original label clearly showing your child's name
- before the expiry/use by date.

Any child's prescribed medication such as asthma inhalers, adrenaline auto injectors (EpiPen) or Insulin (for diabetes), must accompany the child each day to our Service or parents must ensure our Service has adequate supplies of the required medication at all times. Upon collection of your child at the end of the day, you or an authorised person will be requested to sign the Administration of Medication Form if medication has been administered.

#### Incidents, injury or trauma:

We aim to minimise the risk of accidents and injury as much as possible however, through play, exploration and adventure, children sometimes have accidents. We always have an educator with a First Aid, emergency asthma, anaphylaxis management and CPR qualification on shift at all times we provide education and care to children. In the event of a minor injury, first aid will be provided as required. An Incident, Injury, Trauma and Illness Record will be completed and when you collect your child, you will be notified about the injury and asked to acknowledge and sign the record.

If your child injures their head, even if it is a small bump, you will be contacted to advise you of the injury. Our educators will continue to monitor your child closely and advise if you should come and collect them. If an injury or incident is serious and we believe urgent medical attention is required, the Nominated Supervisor will contact an ambulance immediately. We will attempt to contact a parent or guardian or an authorised nominee to advise of the situation. If you are unable to meet the ambulance at the Service, we will send one of our educators/staff members to accompany your child in the ambulance. Please note that Ambulance cover is the responsibility of each family.

## Safety in our Service

**Emergency and evacuation procedures:** Stepping Stones Child Development Centre conducts risk assessments regularly and develops emergency management plans for a range of possible hazards. Throughout the year we follow our policies and procedures to carry out emergency and evacuation drills. These may occur at any given time throughout the day and week to ensure all children know what to do in case of an emergency. Emergency and evacuation drills are carried out in a well-organised and orderly manner and will simulate a range of possible emergency situations such as fire (bush fire), lock down or flood. Under regulations, we are required to practice emergency, and evacuation drills every three months.

**Drop off and pick up time:** Early childhood education and care services are busy places especially during the morning drop off and afternoon pickup. We ask that parents be extremely mindful of danger when arriving and departing from our service.

- Please always hold your child's hand in the carpark area
- Be alert of reversing drivers in the car park as small children are difficult to see, and move quickly
- Never leave a child or infant in the car unattended
- Never leave the front entry door/gate open or let a child exit unsupervised
- Never provide the entry code to another person
- Always do a visual check around your vehicle before driving

**Workplace Health and Safety:** We are committed to providing an environment that is safe and healthy for every employee, volunteer, child, family and visitor. We have made every reasonable effort to minimise the risk of serious injury and request all persons who visit our service, adhere to our policies regarding Workplace Health and Safety. Each morning, our educators conduct daily safety checks of the indoor and outdoor environment looking for any potential risk or hazard and aim to rectify any issue before children use the equipment or area. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general work health and safety issues, please contact the Centre Director immediately.

## Family Conduct Guidelines

The Family Conduct Guidelines work in conjunction with our Service's Enrolment Policy, Dealing with Complaints Policy, Privacy and Confidentiality Policy, and the Early Childhood Australia Code of Ethics. The Family Conduct Guidelines are in place to emphasize commitment and ethical responsibilities each family adopts when enrolling their child/ren. If parents or family members are consistently in breach of these guidelines and following an evaluation by the nominated supervisor and/or the approved provider, any related enrolment/s may be at risk of being cancelled.

Families and educators are expected to communicate openly, respectfully and collaboratively, sharing relevant information to support each child's development and learning while adopting qualities such as honesty, inclusivity and confidentiality. We encourage families to arrange a time away from the learning environment for in-depth discussions, where the educator can give families their full attention and make decisions that have been given careful consideration. All stakeholders are expected to show respect toward educators, children, and families, model appropriate behaviour in all interactions, and understand that any threatening conduct may result in police involvement.

To maintain confidentiality, families and staff are responsible for protecting personal information and refraining from sharing sensitive details, videos or photos on social media. If you have a complaint or grievance, contact your child's educator or the Centre Director to arrange a suitable time to discuss the issue or

you may document your concerns via email: [director@steppingstonescdc.com.au](mailto:director@steppingstonescdc.com.au). Management will uphold confidentiality unless the complaint involves a notifiable incident, in which case the regulatory authority will be informed as required.

## Privacy and Confidentiality

We are committed to protecting the privacy and confidentiality of children, individuals and families and have policies in place to ensure strict confidentiality is maintained. Information, including personal information (addresses, telephone numbers, email addresses) will not be disclosed to any individual without obtaining prior written permission of the respective person, including educators, staff, family members and parents. Families must ensure they do not share data or personal information of other family members, children or staff members from the Service with anyone, including other families of the same Service.

All families are not to use or share images or videos obtained from the Service, via the Service's app, Facebook pages or other format. Families are not to share photographs or videos taken during special events for publishing on any social media or for sharing in any format.

Families are asked to respect that staff are prohibited to share information about other children, families or staff members without express written consent from whom the information relates to. Additionally, families are not to connect with staff on social media platforms except on the regulated Stepping Stones Facebook page.

To plan programs for your child/ren, we need to collect information from you. 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. You can look at the information in your child's file at any time or request a copy of information in the file.

Our Privacy and Confidentiality Policy is available to view at any time. This policy sets out how we ensure our Service acts in accordance with the requirements of the Australian Privacy Principles and the Privacy Act 1988. We ensure all personal information is protected, records and documents are maintained and stored in accordance with Education and Care Services National Regulations and that all staff understand the requirements of the Notifiable Data Breaches (NDB) scheme. Any Privacy complaints will be managed promptly and in a consistent manner as outlined in our Dealing with Complaints Policy.

Our Service is required to keep and maintain detailed records about children, parents and staff in accordance with relative legislation contained in the National Law and Regulations and Family Assistance Law. We ensure all records are stored in a secure and locked location. We must keep records for the prescribed periods of times as legislated related to child enrolment, attendance, medication records, incident, injury, trauma and illness records, child assessments and any relevant legal information/documents. Full details about record keeping is available in our Record Keeping and Retention Policy.