MARIBYRNONG PRIMARY SCHOOL

Preschool Handbook
2015

Learning for Life, Quality Education, A Shared Responsibility
Principal’s Message

LEARNING: ANYWHERE, ANYTIME, ANYHOW

We live in a global economy that requires our students to be prepared to think both critically and creatively, evaluate massive amounts of information, solve complex problems, and communicate effectively. A strong foundation in reading, writing, maths, and other core subjects is still as important as ever. The demands of the 21st century require a new approach to education policy and practice—a whole child approach to learning, teaching, and community engagement. At Maribyrnong Primary School, we provide a learning environment that caters to the whole child from preschool to year 6.

Our school is a safe and happy place where children are valued and nurtured. Our ongoing school beautification program ensures that our students and staff learn in an attractive, colourful environment that clearly expresses our values and passion for lifelong learning. Our preschool program incorporates the principles and practices of the Early Years Learning Framework (EYLF).

Maribyrnong Primary School enjoys strong, positive relationships with the community. Parents and carers are welcome to participate in school activities through volunteering in the canteen, assisting in the classroom, attending school excursions or camps, helping out in the library, nominating for a role on the School Board or joining in community events through the P&C.

We employ Literacy and Numeracy Coordinators who teach small groups of students; providing enrichment and support from kindergarten to year 6. These teachers also work alongside staff to support the delivery of quality educational programs.

A specialist science teacher works from preschool to year 6. This unique program teaches students to enquire about the world in which they live. Students use scientific processes to explore questions and theories of Change, Systems, Technologies and Sustainability.

The school year culminates with a whole school performing arts extravaganza which celebrates the children’s talents and achievements. Every child is showcased during a concert which is a highlight of the school year. We welcome your enquiries and look forward to meeting with you and showing you around our fantastic school.
SCHOOL VISION

That all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

At Maribyrnong Primary, through collaboration with all stakeholders, we aspire to:
- provide a positive and supportive teaching and learning environment
- inspire learning through quality, innovative and inclusive teaching practices
- empower students to share the responsibility for their own learning and actions
- provide learning experiences which support learners to develop as globally competent creators and entrepreneurs.

SCHOOL VALUES

Honesty  Fairness
Excellence  Respect

SCHOOL PURPOSE

Maribyrnong provides quality learning experiences that enable every student to successfully achieve in a safe and supportive environment; promoting a love of lifelong learning. Working in partnership with the community, we develop responsible and active members of society.

MARIBYRNONG PRESCHOOL UNIT PHILOSOPHY

The Maribyrnong preschool unit philosophy builds upon our school’s vision statement and the principles from the Early Years Learning Framework. We believe that children are capable, creative, confident, co-contributors and active participants in their own learning. We are part of the dynamic learning hub that reflects the beliefs and values of the broader community and have a strong focus on social justice, equity and inclusion.

OUR PHILOSOPHY IN ACTION

We value:
- research that affirms the value of play in learning and curriculum delivery
- high expectations through personalised support for each child
- respectful, reciprocal relationships through open communication
- cultural diversity as a celebration of individual differences
- continuous improvement through regular reflection on practice
- comprehensive documentation that makes learning visible and communicates outcomes and progress
- productive partnerships with families as the major influence in children’s lives
- aesthetically-pleasing, natural and sustainable environments conducive to play
- seamless and effective transitions that promote positive, successful school experiences
- confidentiality as a means of respecting everyone’s right to privacy

In child friendly language:
- We value play – it is how we learn best.
- Our teachers believe in each of us as capable learners.
- We honour each other.
- We celebrate each other for who we are.
- We reflect on our learning.
- We can show you our learning.
- Our team is made up of our families, our friends, our teachers, ourselves.
- Our learning spaces look and feel play-friendly.
- We know what our education journey looks like.
- We respect each other.
MARIBYRNONG PRESCHOOL UNIT PRACTICES

PRACTICE – REFLECTIVE, PURPOSEFUL, RIGOROUS
At our preschool, the educators:

- Gather information that supports, informs, assesses and enriches decision-making about appropriate professional practices.
- Continually develop their professional knowledge and skills which enables them to provide the best possible learning and development opportunities for all children.
- Promote practices that have been shown to be successful in supporting children’s learning and development.
- Assess children’s learning in ways that inform the educator’s practice.
- Use evidence to inform planning for early childhood experiences.

DIVERSITY – INCLUSIVE, FAMILY CENTRED, VALUED
At our preschool, the educators:

- Recognise multilingualism as an asset and support children to maintain their first language and learn English as a second language.
- Promote cultural awareness in all children, including greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being.
- Support children to develop a sense of place, identity and a connection to the land.
- Build on children’s interests, abilities, cultures and learning experiences to extend their thinking, learning and development.
- Acknowledge the connections between aspects of children’s learning and development.
RELATIONSHIPS – SECURE, RESPECTFUL, RECIPROCAL

At our preschool, the educators:

- Ensure that the interests, abilities and culture of every child and their family are understood, valued and respected.
- Encourage children as active participants of sustainability, influencing the quality of life now, and for future generations.
- Respect the views and feelings of each child.
- Initiate warm, trusting and reciprocal relationships with children.
- Provide safe and stimulating environments for children.
- Build on children’s prior learning and experiences to ensure continuity for their learning and development.

PARTNERSHIPS – TRANSPARENT, COLLABORATIVE, INCLUSIVE

At our preschool, the educators:

- Work with families to support children’s learning and development at home and in the community.
- Value the families’ understanding of their children to support shared decision making about each child’s learning and development.
- Create a welcoming and culturally inclusive environment where all families are encouraged to participate and contribute to children’s learning and developmental experiences.
- Are transparent and objective, and provide families with information about their child’s learning and development, and about what they can do to further support their child.
- Work collaboratively to share information and plan to ensure holistic approaches to children’s learning and development.
- Actively engage families and children in planning children’s learning and development.
- Acknowledge the significance of transitions within and across early childhood services and schools, and ensure that children have an active role in preparing for these transitions.
EARLY YEARS LEARNING FRAMEWORK (EYLF)

The Early Years Learning Framework can be accessed through the following link: http://www.deewr.gov.au/Earlychildhood/Programs/EarlyChildhoodEducation/Pages/default.aspx

TRANSITIONS

Your child is a member of the Maribyrnong school community. By enrolling your child into Maribyrnong preschool, your child will automatically move onto kindergarten in our school. As with all transitions, the staff will ensure that the move from preschool to kindergarten is successful.

To achieve this we have an ongoing transition program with our specialist science and early literacy programs. We further support our transition program through:
- a formal ‘Buddy’ program with year 5 students
- formal visits throughout term 4.

For more information about this topic please follow the link to this website for some handy hints: http://www.det.act.gov.au/school_education/starting_school

CURRICULUM – BELONGING, BEING, BECOMING

The Early Years Learning Framework (EYLF) is the guiding framework for children from birth to five years. The EYLF has been developed to ensure your child receives quality educational programs in their early childhood setting. Our vision at Maribyrnong preschool, in line with the EYLF, is for all children to experience play-based learning that is engaging and forms a strong foundation for success throughout life.

We use the Framework in partnership with families to develop learning programs responsive to children’s ideas, interests, strengths, needs and abilities.

The Early Years Learning Framework describes childhood as a time of ‘belonging, being and becoming’.

- **Belonging** is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just ‘be’—time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the adult they will become.

Our reporting procedures, both formal and informal, reflect the EYLF.
FEEDBACK

If you have feedback about your child’s education, please have a conversation with the preschool teacher. You are also welcome to contact the school executive staff.

Should the need arise, the ACT Education and Training Directorate has a policy for complaints resolution. This policy can be accessed at: http://www.det.act.gov.au/publications_and_policies/policy_a-z

SUPPORT FOR PARENTS AND CARERS

Parentlink is a website which parents can use to access:
• Parents’ guides, including electronic order forms
• a directory of local parenting services
• upcoming community events and parenting courses
• further readings in relation to the parent guides
• links to other useful websites.

Further information is available on the Parentlink website at: www.parentlink.act.gov.au

COMMUNICATION

Our school recognises the importance of a positive family and school relationship. We encourage:
• Sharing knowledge to enhance the growth and development of your child.
• Developing positive relationships with families that are based on mutual trust and open communication.
• Developing a sense of belonging to the preschool for the children, parents and staff.

Important notices are placed in the windows at the entrance to the preschool classroom. Class programs are also shared via email and on the display board. Parent feedback and suggestions are welcomed.

Newsletters are produced every second Thursday with information about what is happening in the school. We provide newsletters in either printed format or a direct email to families in PDF format. Alternatively, families may download the newsletter from the school website. Regular preschool contributions are included in the newsletter.

Parent interviews are held throughout the year to share information about your child’s progress.

Teachers appreciate the opportunity to talk with parents and carers both formally and informally. This ensures valuable insights and understandings can be considered when planning for a child’s individual developmental journey. If you have any questions or concerns, please do not hesitate to ask for an appointment with your child’s educator.
ENROLMENT PROCEDURES

Children seeking to enter school at the preschool entry point should be four years of age on or before April 30 in that year. Preschool enrolments open in May prior to the commencement of the preschool year. Enrolment forms are now completed online. Information about the process is available at http://www.det.act.gov.au/school_education/enrolling_in_an_act_public_school. To be eligible to enrol, you will need to provide your child's birth certificate, immunisation details and proof of residence, i.e. utilities bill, mortgage document, lease or tenancy agreement.

Early Entry and Early Intervention: Early enrolment for children under compulsory education age is also available to children. Our Directorate stipulates three main criteria:
1. Early Entry for Identified Groups (English as an Additional Language or Dialect, Aboriginal or Torres Strait Islander and Vision or Hearing Impaired requiring early intervention).
2. Early Entry for Mobility.
An application may be made through the Education and Training Directorate. Full information must be provided to the school principal at the time of application. Further information can be found in the Early Entry and Accelerated Entry Procedures on the ETD website.

VOLUNTARY CONTRIBUTIONS

Public education is free. A school may offer or facilitate some specific optional items, activities and services for which parents may be asked to pay if they want their child to access them; including excursions, class photos and visiting performers. Schools do ask families to contribute a voluntary contribution that is used to provide resources in a quality learning environment for our children. Purchases rely upon the commitment and generosity of our parent community. At Maribyrnong Primary School we also have book and craft packs that provide a range of the materials required for learning at preschool.
PARTICIPATION IN PRESCHOOL ACTIVITIES
Families are welcome to share their special skills, interests and diverse family cultures with the preschool.

Families are encouraged to participate in social activities to enable families to meet each other and form a sense of belonging with the school.

Families can help in the following ways:
- sharing knowledge and expertise of craft, cooking, music, storytelling, job skills
- interacting with the daily program
- working bees in the garden
- attending the Maribyrnong Primary School Parent and Citizens Association (you automatically become a member once your child is enrolled).


VOLUNTEERS
Volunteers have a special place in schools and assist in many ways. This may include interaction with individuals and small groups of students in a range of different activities. This assist schools in providing a safe environment and a positive educational climate. Volunteers are asked to comply with the Code of Conduct for Volunteers. This code of conduct has been formulated to clarify the type of conduct that is expected of volunteers when participating in programs and activities in ACT Government schools. By complying with the Code of Conduct for Volunteers you agree to:

- Observe similar standards of behaviour and ethical conduct to that required of staff.
- Appreciate that teachers have a special duty of care for students that cannot be delegated or transferred to others. Appreciate also that the principal is the spokesperson for the school.
- Appreciate that students have rights and aspirations. Treat students with dignity and respect.
- Observe confidentiality in respect of all information gained through your participation as a volunteer. All information held by schools should be handled with care. Some information is especially sensitive. Sensitive and/or personal information requires additional caution in the way it is treated.
- Accept and follow directions from the principal/supervisor and seek guidance through clarification where you may be uncertain.
- Observe safe work practices which avoid unnecessary risks, apply reasonable instructions given by supervisors and report to the supervising staff any hazard or hazardous practice in the workplace.
- Report any problems as they arise to your supervisor including incidents, injury or property damage.

The Working with Vulnerable People (Background Checking) Act 2011 commenced on 8 November 2012. The Act requires people who have contact with vulnerable people while engaging in regulated activities and services to register with the Office of Regulatory Services. (ORS). Individuals volunteering in 'Activities or Services for Children' must have a Working with Vulnerable People (WWVP) Card. A photocopy of your card will be held at the school front office and at the preschool in secure locations. Volunteers must keep their WWVP card with them at all times and wear a badge indicating their status as a volunteer.
MEDICAL CONDITION MANAGEMENT

Immunisation
The ACT Department of Health advises that all children attending school in the ACT should be immunised against diphtheria, tetanus, whooping cough, polio, measles, mumps, rubella and HIB (Haemophilus influenza Type b). We would ask that you check your child’s present immunisation status to see whether it is complete for their age. ACT Public Health regulations require schools to request proof of up to date immunisation when enrolling. Failure to provide this may result in your child being excluded from school should an outbreak of an infectious disease occur. A copy of exclusion periods for students with infectious diseases is available. Parents are asked to adhere closely to these requirements unless medical advice to the contrary is provided in writing.

Medical Conditions and Accidents
It is important that sick children are kept at home for their own comfort as well as the comfort of other children and staff. If a child becomes ill or is injured at school, appropriate First Aid will be given and if necessary parents will be notified and asked to take their child home. If emergency treatment is required parents will be notified immediately and the child will be transferred by ambulance to hospital. In such cases, ambulance services and treatment are free. All students who have an ongoing condition (e.g. asthma, diabetes, epilepsy) must have a treatment plan completed by parents and their GP and lodged at the school. Plan proformas are available from the front office or from a staff member in the preschool.

If a child is to take a prescription medicine while at school, written directions and medicine must be left with our educators. We ask that parents and carers complete an ‘Administration of Medicines’ form if a student is required to take medicine throughout the school day. Information on a child’s health status should be given on enrolment or on diagnosis. If the medical condition is serious please provide an up to date photograph of the child so it can be placed on our Medical Alert board with their action plan.

EXCLUSION PERIODS
Exclusion periods for infectious diseases such as mumps, German measles, measles and chicken pox are provided at the end of this handbook (Attachment B).

HEAD LICE
Head lice are extremely contagious but easily eradicated. Children with either eggs or live lice will be excluded from school until written evidence of treatment is produced. Please report any cases of head lice to the front office.

FOOD
Provision is made for the children to eat during the preschool session.

Parents and carers are urged to provide children with healthy snacks and lunch which will enable the staff to assist in the development of lifelong healthy eating habits. All children will need their own drink bottle with water only.

Please note: Maribyrnong Primary School is a nut free school due to the inclusion of students with life threatening anaphylactic allergic conditions.
Student Health and Wellbeing

HYGIENE
Staff, children and volunteers must adhere to the school hand washing procedures. All children are encouraged to wash their hands:

- on arrival at preschool
- before and after eating or touching food
- after outside play experiences
- after toileting
- after blowing their nose or wiping tears and dribbles
- when leaving the centre.

We ask that all scratches and cuts are covered for hygiene and safety reasons.

EMERGENCY MANAGEMENT
The school has a policy on emergency evacuations. We are required to practise evacuations procedures regularly. All staff and children participate.

CHILD PROTECTION
All employees in schools are mandated to report any case of suspected child abuse. Failure to notify suspected physical and/or sexual abuse of children is a criminal offence.

Staff will deliver lessons to children in protective and safe behaviours. Staff will also deliver lessons to enhance social and emotional skills.

FOOD SAFETY
Healthy lunches and snacks are important for children and help with their concentration and learning. School lunches however are particularly susceptible to food poisoning, especially in the summer heat. Parents and carers are reminded of a few simple food safety rules to prepare safe and healthy school lunches and avoid the growth and contamination of food poisoning bacteria. These include:

- Before handling food, wash hands with soap and warm running water and dry thoroughly. Lunch boxes and eating utensils should also be washed thoroughly before reuse. Children should also be encouraged to always wash their hands before eating.
- Foods that are prepared the night before, such as sandwiches, should be frozen overnight and then taken out for each day’s school lunch. Suitable foods to freeze are: bread, cooked meat, cheese, baked beans and vegemite.
- As food is normally stored in a child’s lunch box for several hours, the lunch box needs to be kept cool. This can be done by choosing an insulated lunch box or one with a freezer pack; alternatively you can include a wrapped frozen water bottle to keep the lunch box cool. Other considerations for a child’s lunch box are:
  - Perishable foods such as dairy products, eggs and sliced meats should be kept cool, and eaten within about four hours of preparation. Don’t pack these foods if just cooked; first cool in the refrigerator overnight.
  - If including leftover meals such as meats, pasta and rice dishes, ensure you pack a frozen ice block into the lunch box.
  - Healthy drinks, such as water, can be frozen overnight and then stored in your child’s lunchbox, helping to keep it cold.
- Teachers will assist students to make sure that while at school, their lunches are kept in cool places and away from direct sunlight and other heat sources that facilitate the development of food poisoning bacteria.
STUDENT WELFARE

At Maribyrnong Primary School we value that everyone is an individual and that we all have the special qualities that make us who we are. It is important that students are treated with respect by valuing their uniqueness and what they bring to school. We provide a supportive, welcoming and culturally inclusive educational environment where students feel safe and happy.

The school has a Student Management and Wellbeing Policy that outlines the steps for addressing student welfare and management issues.

This policy, along with other school policies, can be found at: http://www.maribyrnongps.act.edu.au/principals_message/policies

PHYSICAL ACTIVITIES

Physical activity is very important for children, so educators provide opportunities for structured and unstructured physical activity.

During the preschool sessions, your child will be involved with some hands on experiences both inside the classroom and in the outdoor area. These activities can, at times, be very messy. Please ensure your child is dressed appropriately so that they feel confident to participate in all the challenges provided throughout the session. In keeping with the school Sun Safe Policy, children will need to wear either a legionnaires or wide brimmed style hat. Please ensure that cords on hats are detachable in compliance with Directorate regulations. If children do not have a hat, they will only be allowed to play in the shade. A warm coat and hat is required in winter. The children will be challenging themselves on the climbing equipment so sensible footwear is essential and long dresses and skirts can be dangerous. Please label all of your child’s clothing and pack a spare set in case of extremely messy play or accidents.

EXCURSIONS

Excursions are part of the educational program at Maribyrnong preschool. On enrolment, parents are asked to give permission for their child to go on incidental excursions e.g. walk to the shops. If children use any form of transport, parents will be advised in advance and asked to give permission, in writing, for their child to attend. The adult to child ratio is 1:4 on major excursions or less as required.
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Personal hygiene measures such as hand washing, covering the mouth and nose when coughing or sneezing, covering weeping sores, not sharing food or drinks and not attending school when ill or suffering from diarrhoea are important means of limiting the transmission of a number of common infectious conditions.

The ACT Public Health Regulations 2000 require children with the following conditions, and children who have been in contact with the following conditions, to be excluded from school, preschool, child care or family day care for the periods specified.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of person with condition</th>
<th>Exclusion of persons in contact with condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (entamoeba histolytica)</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Campylobacteriosis</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Chicken pox (varicella and herpes zoster)</td>
<td>Exclude until the last blister has scabbed over. The child should not continue to be excluded by reason only of some remaining scabs.</td>
<td>Not excluded Any child with an immune deficiency (eg with leukaemia, or as a result of receiving chemotherapy) should be excluded for their own protection and seek urgent medical advice and varicella-zoster immunoglobulin (ZIG), if necessary.</td>
</tr>
<tr>
<td>Conjunctivitis (acute infectious)</td>
<td>Exclude until discharge from eyes ceases.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Cryptosporidiosis</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*#Diphtheria</td>
<td>Exclude until— (a) at least 2 negative throat swabs have been taken (the first not less than 24 hours after cessation of antibiotic treatment and the second not less than 48 hours later), and (b) a certificate is provided by a medical practitioner recommending that the exclusion should cease.</td>
<td>Exclude family and household contacts until approval to return has been given by the Chief Health Officer.</td>
</tr>
<tr>
<td>Giardiasis</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*#Haemophilus influenza type b (Hib)</td>
<td>Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hand, Foot and Mouth disease</td>
<td>Exclude if— (a) child is unwell, or (b) child is drooling, and not all blisters have dried or an exposed weeping blister is not covered with a dressing.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Hepatitis A</td>
<td>Exclude for at least 7 days after the onset of jaundice and a certificate is provided by a medical practitioner recommending that the exclusion should cease.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Herpes (cold sores)</td>
<td>Exclude young children unable to comply with good hygiene practices while the lesion is weeping. Lesion to be covered by a dressing in all cases, if possible.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion of person with condition</td>
<td>Exclusion of persons in contact with condition</td>
</tr>
<tr>
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</tr>
<tr>
<td>Impetigo (school sores)</td>
<td>Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Influenza and influenza-like illnesses</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Leprosy</td>
<td>Exclude until approval to return has been given by the Chief Health Officer.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*#Measles</td>
<td>Exclude for at least 4 days after the rash appears.</td>
<td>(a) Immunised contacts not excluded.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(d) Non-immunised contacts who are given normal human immunoglobulin (NHIG) within 7 days after their first contact with the index case are not excluded after being given NHIG.</td>
</tr>
<tr>
<td>Meningitis (bacterial)</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Meningococcal infection</td>
<td>Exclude until adequate carrier eradication therapy has commenced.</td>
<td>(a) Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) Otherwise, excluded until 10 days after last contact with the index case.</td>
</tr>
<tr>
<td>*#Mumps</td>
<td>Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner).</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*#Poliomyelitis</td>
<td>Exclude for at least 14 days after onset of symptoms and until a certificate is provided by a medical practitioner recommending that the exclusion should cease.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ringworm, scabies, pediculosis (lice), trachoma</td>
<td>Exclude until effective treatment has commenced.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rotavirus</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*#Rubella (German measles)</td>
<td>Exclude for 4 days after the appearance of the rash.</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>

Female staff of child-bearing age should ensure that their immune status against rubella is adequate.
<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of person with condition</th>
<th>Exclusion of persons in contact with condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Salmonellosis&quot;</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>&quot;Shigellosis&quot;</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the person has recovered or has received antibiotic treatment for at least 24 hours.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>&quot;Tuberculosis&quot;</td>
<td>Exclude until approval to return has been given by the Chief Health Officer.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>&quot;Typhoid and paratyphoid fever&quot;</td>
<td>Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.</td>
<td>(a) Not excluded unless the Chief Health Officer notifies the person in charge of the school. (a) If the Chief Health Officer gives notice, exclusion is subject to the conditions in the notice.</td>
</tr>
<tr>
<td>&quot;Whooping cough (pertussis)&quot;</td>
<td>Exclude for 21 days from start of cough, or for at least 5 days after starting a course of antibiotics recommended by the Chief Health Officer.</td>
<td>Exclude non-immunised household, home based child care and close child care contacts under 7 years old for 14 days after the last exposure to infection, or until 5 days after starting a course of antibiotics recommended by the Chief Health Officer (whichever is sooner).</td>
</tr>
<tr>
<td>Worms (intestinal)</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>