



CAMPUS CHRONICLE

CAMPUS KINDERGARTEN NEWSLETTER

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Campus Community Updates

CAMPUS CLOSURE

21st December 2013 to 20th January 2014

Reopen @ 21st January 2014



UPCOMING EVENTS JANUARY 2014

- ★ **23RD** - Board Meeting
- ★ **21ST** - Vacation Care
- ★ **27TH** - Australia Day
(Public Holiday)
- ★ **28TH** - Term 1 Begins

FEBRUARY 2014

- ★ **7TH** - New Families
Welcome Afternoon Tea
- ★ **14TH** - 2013 Reunion Day
- ★ **22ND** - Working Bee

House Keeping

- ★ Kindy Fees - just a reminder that all kindy fees NEED to be finalised before end of the year. If you have any questions or enquiries regarding fees please feel free to drop by the admin building and Alexis or I will be happy to assist you.
- ★ Website - regularly check our website as new items are being constantly added, and remember to provide us with some feedback!!!
- ★ Immunization update - It is a requirement from the Office of Early Childhood that we have a documented record of all children's immunisation records. Please ensure that this is done **EVERY TIME YOUR CHILD HAS ANOTHER IMMUNISATION** in order for us to keep up-to-date with your child's Immunisation record at Campus Kindy.



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PRE-KINDY NEWS

This term the Pre Kindy room has been a hive of activity, with lots of different and exciting things happening. We welcomed Bintang and his family back from their travels; we also welcomed two new friends, Joy and Noah.

At the start of the term we suffered some very hot days, which meant... WATER PLAY! The children really enjoyed playing in the sprinkler and having ice blocks that they had helped make! It was so hot that some of the children decided that sitting in the water trough was a good place to cool down! What fun we had!



Due to the construction that took place over Holiday Kindy, we were lucky enough to have Clucky stay with us for a while. The children really enjoyed the responsibility of looking after her. A few of the girls became quiet attached to her during her stay, so now we have frequent visits to her lovely new coop.

This term we were lucky enough to receive new toys. If you spend a moment in the Pre Kindy room, the construction corner is alive with activity. At any one time we can hear the loud banging, chopping, sawing and drilling from all the great tools. The children have been busy developing their imaginations, while working on all the different building projects.



The film project is well and truly under way, it is all very exciting, The children have been working so hard making props and practicing the stories as well creating their own stories. The learning journey that we have been on as class has been extremely enriching, all the children have responded really well and all have participated in the films. Alexis's son, Matthew has been kind enough to share his knowledge and skills and has been filming the children. We are very excited to see the end product. Thanks again Matthew!

Over the last few weeks we have started our preparation for the end of year celebration, we have been so busy brainstorming our ideas. We have also been working really hard on some special canvas paintings. It is all so exciting and I know the children are really looking forward to taking them home.

Kindy A News

This term the children have enjoyed and engaged with the outdoor learning environment in the afternoons. Quite often as a group the children have planned and constructed complex water runs. Discussing materials together and assigning roles, such as 'the water guy' or 'the chocolate sand ball maker' the children created fantasy worlds around the water runs. The most popular of water runs has been the chocolate run where they watch the chocolate sand balls disappear when hit by the water. The climbing tree is always a favourite place to play and learn for the children. In the pleasant Spring weather the children have been able to express their imagination and creativity through a monkey family play. While swinging, jumping, crawling and climbing the children discuss facts about monkey's to each other and explore different ways monkeys or gorillas would move through a tree.

We also began exploring the smart board. The children have been playing games which help to practice phonics skills specially focusing on beginning sounds. More recently there has been an interest in performing puppet shows. The children began creating their own puppets with paper and popsicle sticks, then moved on to soft toy puppets with "Leopardy and Crocy" being very popular.

Clucky has been very popular this term as she has become very comfortable and confident with the Kindy A classroom. The children have really enjoyed and responded to her company with discussion about respecting, caring and protecting Clucky to ensure she stays safe and happy. It was a very eventful afternoon when Clucky laid an egg on the front veranda! This led to the children creating a nest for the egg and then initiating yoga experience where we created eggs with our bodies.

In the Kindy A classroom we have also been exploring measurement firstly with Meitha, Milind's Mum, and then in our classroom with the measurement of children and adults in the classroom.

This is a very small snapshot of some of the work we have been doing this term.



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Kindy B News



This term we have completed the film project. The children have worked so hard produce their movies. Kindy B would especially like to thank Matthew (Alexis' son) for doing all the filming and editing. The movies will be ready to screen in late November and we are all looking forward to the occasion.

We celebrated children's week this term; we spoke to the children about what activities they enjoy and what they wanted to do to celebrate children's week. The children had lots of ideas. They decided on a picnic. We made our own sandwiches using healthy ingredients such as chicken, lettuce, tomatoes, onions, cheese and seeded bread. The children made their sandwiches and wrapped them in glad wrap. At lunchtime we ate our sandwiches in the garden. The children really enjoyed this experience.



We celebrated children's week this term; we spoke to the children about what activities they enjoy and what



We also took part in REmida day which is a Reggio Emilia inspired event which focuses on recycling. The children had the opportunity to create pieces of art work from reclaimed materials. We discussed with the children different objects we could recycle and we worked as a team to rip up old magazines to create collage material.

We also had Jean visit us from Brisbane City Council Waste Management team. We looked at all the things we could recycle and items that we could not. We spoke about plastic bags and how they are non recyclable and can harm the animals in our environment. We also spoke about worms and the types of food that they liked to eat. The children were very interested in these facts and as I hear many children remind their parents on a regular basis about the importance of recycling. Well done Kindy B!!



We also had Jean visit us from Brisbane City Council Waste



We also explored the Hindu festival of lights. Diwali is a five-day [Hindu festival](#) of light. Diwali is an official holiday in India, Nepal, Sri Lanka, Myanmar, Mauritius, Guyana, [Trinidad & Tobago](#), Suriname, Malaysia, Singapore and Fiji.

For [Hindus](#), Diwali is one of the most important festivals of the year and is celebrated in families by performing traditional activities together in their homes. The name "Diwali" or "Divali" is a contraction of deepavali which translates into "row of lamps". Diwali involves the lighting of small clay lamps filled with oil to signify the triumph of good over evil. The children in Kindy B have done a range of activities including cooking, making lamps and listening to stories.

Calendar of Events

Campus Kindergarten

To find out more about us, visit our website.

January 2014

School Terms
 Vacation Program
 Public Holiday
 Campus Only Event
 Campus closure

Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1 New Year's Day	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 LUNCH	22	23 BOARD MEETING	24	25	26
27 Australia Day PH	28 TERM 1 START	29	30	31		

LAST UPDATED: DEC 2013

Campus Kindergarten

To find out more about us, visit our website.

February 2014

School Terms
 Vacation Program
 Public Holiday
 Campus Only Event
 Campus closure

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3 LUNCH	4	5	6	7 Change Time (see Terms & Conditions) Family Learning Afternoon Tea	8	9
10 LUNCH	11	12 START MEETING	13	14 2013 Graduated Students Day	15	16
17 LUNCH	18	19	20 BOARD MEETING	21	22 Working Day	23
24 LUNCH	25	26	27	28		

LAST UPDATED: DEC 2013

Reminders to Parents

- ★ A reminder to all families that Campus Kindergarten is NUT and CHOCOLATE free. We have children in our care who have a severe nut allergy; please take extra care in ensuring that there are **NO** foods that contain any trace of NUT. Campus Kindy **MUST** ask ALL families to double-check all the food that is brought into the centre and ensure that it is NUT and CHOCOLATE free.



happy birthday

DECEMBER 2013

- 7th Evelyn
- 11th Elijah
- 12th Eadie
- 12th Zak
- 17th Indiana
- 18th Aden
- 23rd Dominic
- 24th Tamar
- 22nd Ayeha
- 27th Ruby

JANUARY 2014

- 04th Monty
- 05th Caitlin
- 05th Charles
- 09th Alisha
- 12th Nguyen
- 15th Ruben
- 18th Kate
- 18th Sofia
- 28th Elizabeth

National Quality Framework Updates



Australian Children's
Education & Care
Quality Authority

Quality Area 5: Relationships with Children



- 1 Educational program and practice
- 2 Children's health and safety
- 3 Physical environment
- 4 Staffing arrangements
- 5 Relationships with children
- 6 Partnerships with families and communities
- 7 Leadership and service management

? **WHY IS IT IMPORTANT?**
Children need quality care and attention that meets their individual needs

Your child will feel safe, secure and that they belong. Positive relationships with educators help your children to play and learn.

Examples of what to look for:

- Your child is made to feel supported and welcomed.
- Educators respond to the individual needs and interests of children.

The **National Quality Framework** introduces a new quality standard to improve children's education and care services across Australia. Seven quality areas help ensure your child is given the best possible start in life. Over time, all Australian services will be rated against the National Quality Standard.

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family.news



Relationships with children

Quality Area 5 in the National Quality Standard is 'Relationships with children'. It focuses on the relationship between educators and children in their care.

All children need to know that others care about them, know them well and are interested in what they do, think and feel.

When educators develop responsive, warm, trusting and respectful relationships with children it promotes their wellbeing, self-esteem and sense of security.

These kinds of relationships free children to explore the environment and engage in play and learning.

Children are also supported to develop positive relationships with each other and adults at the service.

Children need to learn how to interact with each other and manage their own feelings and behaviour.

When children learn and play together, they develop skills in problem-solving, communication, negotiation and decision-making.

Check out our [poster](#) on Quality Area 5: relationships with children for some examples of what to look for in your child's service.



Latest data on quality education and care services available

ACECQA has released its second report, the NQF Snapshot, on quality children's education and care services trends across Australia.

The report shows:

- 56% of services rated are either Meeting or Exceeding the National Quality Standard
- 24% of family day care services have now received a quality rating
- 19% of centre-based services have now received a quality rating
- services in disadvantaged locations are equally likely to have received a quality rating.

Overtime all services will be assessed and rated against the National Quality Standard, with services aiming to be 'Meeting' or 'Exceeding' the new standards.

You can download and read the full report [here](#).

The latest ratings for children's education and care services are available to search on the [National Registers](#) on ACECQA's website.

These figures are updated weekly.



National Quality Standard Ratings

Most services will receive one of these middle three ratings. A service's overall rating is calculated from its results in the seven quality areas.

In addition to quality assessment, all services must meet regulations that protect children's welfare.

Working Towards National Quality Standard

The overall rating will be Working Towards if one or more quality areas is rated Working Towards.

HOW IT COULD LOOK

- Mix of quality areas rated Meeting and Exceeding, and at least one quality area rated Working Towards.
- OR
- All seven quality areas rated Working Towards.

Is given when a service fails to meet requirements in a way that poses an unacceptable risk to the health, wellbeing or safety of children.

Significant Improvement Required

Meeting National Quality Standard

The overall rating will be Meeting if all quality areas are rated Meeting or higher.

HOW IT COULD LOOK

- Mix of quality areas rated Meeting and Exceeding.
- OR
- All seven quality areas rated Meeting.

Exceeding National Quality Standard

The overall rating will be Exceeding if four or more quality areas are rated Exceeding, including two of the key quality areas, QA1, QA5, QA6, QA7.

HOW IT COULD LOOK

- Four or more quality areas rated Exceeding, including two of the key areas.
- OR
- All seven quality areas rated Exceeding.

Rated
EXCELLENT
by ACECQA



The Excellent rating is the highest possible rating and can only be awarded by ACECQA. Providers with a service rated Exceeding National Quality Standard can choose to apply.

National Quality Standard quality areas:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

ACECQA'S NEWS UPDATE

New NQF video resources available

ACECQA launched 13 short videos for families and the community to help explain the National Quality Framework.

View the videos on [ACECQA's website](http://www.acecqa.gov.au/families/nqf-video-resources). (<http://www.acecqa.gov.au/families/nqf-video-resources>)

Subscribe to ACECQA's Family News here: www.acecqa.gov.au/Subscribe.aspx

Community News



Trouble parenting your 2-9 year old child?

Parenting now comes with a brief online instruction manual!

Researchers from The University of Queensland are offering **FREE** access to a brief online parenting program for 200 families as part of a research study. The newly developed program is based on the Triple P- Positive Parenting Program and offers simple solutions to common parenting problems like disobedience and aggression. If you are concerned about the behaviour of your 2-9 year old go to <https://exp.psy.uq.edu.au/solutions> for more information, email TriplePSolutions@psy.uq.edu.au or contact the project coordinator on (07) 3365 8870.

Kidsafe ~ Driveway safety



FACT SHEET:

driveway safety

Every year in Australia, eight children younger than five are killed after being run over at low speed.¹ Every week in Queensland, three children are run over at low speed. Usually, two of these are boys, and most incidents involve children aged four or less.²

The risks

- Young children are naturally curious. They can move fast and can run behind a car without warning.
- Small children can be impossible to see from inside a car, especially if they are directly behind it.
- Most drivers are aware of their car's 'blind spots', but many popular cars have a 'blind space' behind of more than 15 metres.
- Children move quickly. They can gain access to the driveway easily and dart out unseen into the path of a moving vehicle.
- Low-speed runovers most often occur in daylight. Most fatalities occur from 6am to 9am, and 3pm to 5pm.²
- Low-speed vehicle runovers occur on any day of the week at any time of year. For children under four, most incidents occur from September to December.²

The facts: What can happen!

- Many low-speed runovers happen in a driveway, mostly at the child's own home.^{2,3}
- Mostly the vehicle involved is driven by a parent or someone who knows the child.^{1,2,3}
- Many incidents occur while the vehicle is reversing, but children can also be run over while the vehicle is moving forwards.^{1,2,3}
- Boys are more often involved than girls.^{2,3,4}
- The consequences of being run over can be worse for younger children because, compared to older children, their heads are large relative to their bodies.^{2,4} Common injuries from low-speed runovers are head injuries, fractured legs, internal injuries, cuts, scrapes, and bruises.^{2,3,4} Driveway runovers can be fatal, especially in the 12-to-24-month age group.²
- Any vehicle type can be involved in a low-speed runover that causes serious injury to a child, but



4WDs and utilities are most commonly associated with deaths because they are heavier vehicles.^{1,2}

- Driveways longer than 12 metres, shared driveways, curved driveways or those placed along a side boundary of the property increase the risk.³

Prevention

A multi-layered approach to reducing injury:

Supervise: When moving vehicles, know where your kids are at all times. Physically hold them close to you or put them in the car with you. Teach kids to wave bye-bye from a safe place – never the driveway. Never leave children unattended in cars.

Separate: Use fences and self-closing gates to keep garages and driveways separate from play areas. Always keep car doors locked. Prevent toddlers gaining access to garages by installing doors that open inward to the house, self-close and have highset handles. Treat the driveway like a road – never a play area.

See: Walk around your car and keep children in mind when using your reversing mirrors, sensors or cameras. Cameras are designed to prevent damage to cars not children – and sometimes a child may not be visible until it's too late. Understand how little you can see behind your car – vehicle size is not always a good indicator. Some family sedans have a blind spot of more than 15 metres, and it is possible to fit more than 60 pre-schoolers behind a vehicle and not see them from the driver's seat.

Keep your driveway Kidsafe!

Be aware of your blind spots when driving!

Don't go if you don't know!

Major Sponsor



Sources

1. Barker R. Environmental and socio-demographic factors associated with Low Speed Vehicle Run over (LSVR) fatalities in Australian children aged 0-5 years. Queensland Injury Prevention Council (QIPC) Symposium – Injury Prevention in Queensland: Results and Recommendations, 7-8 June, 2011 Brisbane.
2. Griffin B, Wallis B, Watt K, Nixon J, Cass D, Kimble R. (2011) Low Speed Vehicle Run-Over Incidents in Queensland: – 11 Years of Data (Jan 1999-Dec 2009) – Research Findings and Recommendations. QIPC Symposium – Injury Prevention in Queensland: Results and Recommendations. 7-8 June 2011, Brisbane.
3. Hockey R, Miles E, Barker R. Queensland Injury Surveillance Unit Bulletin no.76. Low Speed Run-overs of Young Children in Qld, 2003.
4. Queensland Trauma Review, Driveway Run Overs. February 2010. Queensland Trauma Registry. Centre of National Research on Rehabilitation and Disability Medicine. University of Queensland.
5. Shepherd M, Austin P, Chambers J (2010). Driveway runover, the influence of the built environment: A case control study. *Journal of Paediatrics and Child Health* 46(12): 760-767.

Nutrition Snack Recipes



WHOLE-WHEAT SUGAR COOKIES

PREPARATION

1. For cookies, whisk together first 4 ingredients (through baking soda) in a medium bowl.
2. Beat butter and sugars together in a separate medium bowl until light and fluffy. Scrape down sides and bottom of bowl, and add the egg white and vanilla and almond extracts; beat until just combined.
3. Add flour mixture, and stir until incorporated. Cover bowl with plastic wrap, and chill for at least 4 hours.
4. Preheat oven to 325°. Line 2 baking sheets with parchment paper.
5. Dust a work surface with flour. Turn out chilled dough directly onto work surface. Roll dough out to a 1/4-inch thickness. Use cookie cutters to cut shapes in dough, and gently transfer them to baking sheets. (You can reroll the scraps, just be sure to chill in between.)
6. Bake cookies for 12 minutes or until set but not browned. Remove cookies from oven, and cool for 5 minutes. Transfer the cookies to a wire rack to cool completely.
7. For the icing, whisk together all the icing ingredients in a large bowl until completely smooth. Mixture should have consistency of a glaze. (If it's too thin, add a bit more sugar. If it's too thick, add a few more drops of lemon juice.)
8. Transfer icing to a pastry bag (or a zip-top plastic bag with a small hole in one of the bottom corners). First, outline the cookie or desired design and then fill it in. Let icing harden before serving. Cookies can be kept in an airtight container for up to 3 days.

INGREDIENTS

Cookies

- ★ 1 1/4 cups flour
- ★ 1/4 cup whole-wheat flour
- ★ 1/4 teaspoon salt
- ★ 1/2 teaspoon baking soda
- ★ 4 ounces unsalted butter, softened
- ★ 1/3 cup granulated sugar
- ★ 1/3 cup light brown sugar
- ★ 1 egg white
- ★ 1 1/4 teaspoons pure vanilla extract
- ★ 1/4 teaspoon pure almond extract

Icing

- ★ 2 cups of sugar, sifted
- ★ 2 large egg whites
- ★ 2 teaspoons freshly squeezed lemon juice

ORANGE & GINGER STAINED GLASS BISCUITS



INGREDIENTS

- * sunflower oil, for greasing
- * 175g plain flour, plus extra
- * 1 tsp ground ginger
- * zest 1 orange
- * 100g butter, cold, cut into chunks
- * 50g golden caster sugar
- * 1 tbsp milk
- * 12 fruit-flavoured boiled sweets
- * icing sugar, to dust
- * about 120cm thin ribbon, to decorate

METHOD:

- * Heat oven to 180C/fan 160C/gas 4. Grease 2 large non-stick baking sheets with oil. Whizz the flour, ginger, zest and butter with 1/2 tsp salt to fine crumbs in a food processor. Pulse in the sugar and milk, then turn out and knead briefly on a floured surface until smooth. Wrap in cling film, then chill for about 30 mins.
- * Flour the work surface again, then roll out the dough to the thickness of a \$1 coin. Use 7cm cutters to cut out shapes, then use 4cm cutters to cut out the middles. Re-roll leftover pieces. Make a hole in the top of each biscuit, then carefully lift onto the baking sheets.
- * Crush the sweets in their wrappers with a rolling pin, then put the pieces into the middles of the biscuits – the sweets should be level with the top of the dough. Bake for 15-20 mins or until the biscuits are golden brown and the middles have melted.
- * Leave to harden, then transfer to a rack to cool. Thread with ribbon, then dust with icing sugar. Will keep for a month, but best eaten within 3 days.

Policy Review / Feedback



Dear Campus Communities,

We are constantly updating and renewing our centre's policies to provided the best quality care. We would appreciate any input or ideas you may have to contribute to our centre policies. Please read the following policy and provide any feedback you may have .

NOTE: Other policies are also available for access in the admin building.

THE GOWRIE (QLD) INC

KINDERGARTENS

CHILD PROTECTION POLICY

CONSIDERATIONS:

NATIONAL QUALITY STANDARDS	2.1, 2.3, 5.2
NATIONAL LAW ACT & NATIONAL REGULATIONS	Law: Section 166, 167 Regulations: 84, 168

POLICY STATEMENT:

The Gowrie (Qld) Inc. seeks to take a proactive role in protecting all children from abuse by all those with a duty of care – educators, family members, staff and others.

RELEVANT FORMS/MATERIAL:

Notification of Serious Incident **SI01** (ACECQA)
Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011
Child Protection Act 1999
The Gowrie (QLD) Safety & Supervision Policy

SOURCES:

- Qld Department of Communities(Child Safety Services www.communities.qld.gov.au)
- Commission for Children, Young People and Child Guardianship
- Child Safety Practice Manual- Department of Communities (Child Safety Services)
- Napcan Website <http://www.napcan.org.au/>
- Reflections Magazine Issue 31 Winter 2008 Articles
- The UN convention on the rights of the child
- Australian Human Rights Commission www.hreoc.gov.au
- Office for Early Childhood Education and Care Tip Sheet (www.deta.qld.gov.au/earlychildhood.com.au)

(Accessed 2012)

INFORMATION FOR PARENTS

BACKGROUND

It is an offence under the National Law to subject a child being educated & cared for by an approved service to any form of corporal punishment or any discipline that is unreasonable in the circumstances. (Section 166- 167)

Early Childhood Education and Care services have a critical role to play in building resilience, support, linking families to support services and promoting the safety and wellbeing of children.

The Service will support families by

- Building relationships with parents and providing information and general support.
- Supplying information about specialist resources and referral support services which could assist with issues related to children and the family situation;
- Building resilience and strengthening critical early childhood protective factors such as language and communication, critical thinking and problem solving skills with children at the service
- Ongoing staff training and development to enable them to fulfill their key responsibilities;
- Supportive procedures to fulfill reporting obligations;
- Monitoring and review process of the Gowrie (Qld) child protection and abuse prevention strategies.
- All staff will periodically upgrade their training in Child Protection training to ensure their knowledge is current with the child protection law & their responsibilities.

PROCEDURE

WHAT STAFF SHOULD DO

All educators & staff at the service who work with children are aware of child protection laws in their jurisdiction & understand their obligation under that law.

Staff will acknowledge that:

- the safety of children is the paramount consideration;
- children need to know and believe that they have the right to be safe at all times;
- children are entitled to basic human rights regardless of additional needs, cultural or socio-economic factors;
- children are people in their own right deserving of respect, care and protection.
- children are entitled to the support of an adult to act as an advocate on their behalf.

Staff will act in a positive way to develop a safe environment for children in their care and will take action to fulfill their duty of care by:

- Paying due attention to information in the staff Induction process when they begin work at the Kindergarten.
- Exercising a duty of care to protect children and keep them safe.
- Being aware of the Education & Care Services National Law Act & Regulations.
- Having a Positive Notice Suitability Card prior to commencement of employment at the service (or have a receipt relating to a lodged renewal application when they have previously held a positive notice) over the age of 18 prior to any involvement in the children's programs.
- Supporting families and advocating for quality services for families and children, in response to known protective behaviors which will decrease child's risk of harm.
- Notifying the Nominated Supervisor when they have reasonable grounds to suspect that a child has been harmed, or is at risk of harm.
- Providing an environment in which children are free from harm, or risk of harm.
- Providing children with child protection and protective care programs.
- **Staff are also advised to be mindful of their duty of care and responsibility of children in their care, that other staff members are in visual sight when children are in their care.**
- **Staff should also tell another staff member when they are leaving an area to support a child in regards to toileting.**

Staff responding to harm will:

- Take into account, and document what parents and children tell them and what they see.
- Record observations and/or conversations accurately and objectively as soon as possible after the incident has occurred.
- Not assume an investigative role and record all observations factually without any editorial comment, suppositions, interpretations, or allegations.
- Consult immediately with the Nominated Supervisor who will in turn immediately consult with the Approved Provider.
- Complete Notification of a Serious Incident (SI01) and hand to the Nominated Supervisor.
- All documentation and information to be regarded confidential.

The Nominated Supervisor Responding to Harm will:

- If there is an immediate risk to the child it is recommended that the Nominated Supervisor
 - Notify the Approved Provider
 - Notify the Regulatory Authority and Office for ECEC, requesting instruction regarding further action, including strategy for informing parents
 - Notify the CGB regarding further action & take action to ensure the safety of the child
- Seek to gain support for staff engaged in responding to child abuse.
- Protect the anonymity of staff whom are obliged to report their concerns
- Be aware that authorized Officers or police officers investigating the allegations may lawfully visit the Centre or child's home, and have the responsibility of informing at least one of the child's parents.
- Seek to gain support for staff engaged in responding to child harm and protection issues.
- Where possible, seek to consult with, and support parents throughout the process. The confidentiality of parents and families will be maintained at all times.

* "Harm" to a child is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused. Harm can be caused by physical, psychological or emotional abuse or neglect, or by sexual abuse or exploitation (s.9 Child Protection Act 1999)

Policy Name: _____

Please feel free to write down any feedback and comments and return this section to the office.
