

Enrolment, Orientation and Graduating Rooms Policy and Procedures

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National Quality Standard	Quality Area 6: Collaborative Partnerships with Families and Communities. Related Areas: QA 1,4,5,7.

Contents

Policy Statement	2
Policy Aims	2
Policy Scope	2
Rationale and Legislative Background	3
Summary of Key Roles and Responsibilities	4
Strategies and Procedures	7
Enrolment Form	7
Enrolment and Orientation Procedure	7
Procedure During Heightened COVID-19 Risk Periods	7
Enrolment and Orientation Session	8
Settling Strategies and Procedures.....	9
Overarching Guidelines	9
Setting Procedure	10
Managing Separation Anxiety	10
Problem Solving.....	11
Parental Separation Anxiety.....	11
Continuing Enrolments Procedure.....	11
Graduating Rooms Procedure.....	12
Communication and Training.....	12
Privacy and Confidentiality.....	13
Policy Evaluation and Review	13
Related Forms and Policies	13
References and Further Reading	14
Version Control and Change History	14
Attachment 1: Enrolment Form 2023	15
Attachment 2: Settling Survey	21

Policy Statement



The Heritage Early Childhood Centre (Heritage) Enrolment, Orientation and Graduating Rooms Policy and associated procedures have been developed to ensure a well-planned enrolment, orientation and settling process that, as far as practicable, meets the individual needs of each child and family while ensuring legislative requirements are met and best practice guidelines followed. Under the Education and Care National Regulations the service must ensure policies and procedures are in place for managing enrolment and orientation (r168) and that reasonable steps are taken to follow them (r170). A detailed enrolment record must be kept (r160) including authorisations relating to medical treatment, regular outings and health information (r162).

Heritage believes that a well organised, positive, and family friendly enrolment, orientation and settling process when children transition into the service or between age groups/rooms, builds the foundation for a strong collaborative partnership with each family (National Quality Standard Area 6). We understand this relationship is the foundation for achieving the best outcomes for all enrolled children and promotes consistency in approach between home and Heritage.

In addition, clear procedures, information sharing and obtaining authorisations during enrolment ensures a safe environment, empowers the family, and provides educators with invaluable insights into each family's perspective. Involving families in decision making at enrolment and orientation supports our philosophy of creating a sense of belonging to the Heritage community and contributes to our educational program that is designed to reflect each child's knowledge, strengths, ideas, culture, abilities, and interests (National Quality Standard, Area 1).

Heritage understands that enrolment into an early childhood education environment for the first time can be an emotional experience for both the child and family. We aim to take a sensitive, patient and flexible approach to meet the unique needs of each child and family, while giving due regard to health and safety obligations and ensuring the quality of service for current children and families is not compromised. In return, families are asked to understand that the best outcomes for children occur when families plan ahead and support educators to gradually settle their child into the education and care environment. Children need time and plenty of reassurance to become familiar with new situations and new people.

Policy Aims

The Enrolment, Orientation and Graduating Rooms Policy and Procedures aim to ensure:

- The smooth enrolment, orientation and settling of new children and families into the service that, as far as practicable, meets the individual needs of each child and family.
- The smooth transition of children as they move to another age group.
- Families understand the importance of planning ahead to allow for a gradual settling of their child into the education and care environment.
- Children are provided with comfort and support as they settle into the service.
- Each family's cultural background and perspective is considered at all times.
- The effective communication of enrolment, orientation and settling procedures to the Heritage community.

Scope

It is understood that there is a shared responsibility between Heritage management, educators, and families to abide by the Heritage Enrolment, Orientation and Graduating Rooms Policy and Procedures as a matter of high priority in order to provide the best outcomes for enrolled children and families.



Rationale and Legislative Background

Heritage recognises it has a duty of care to take all reasonable, practicable steps to provide the Heritage community with a safe and healthy environment that supports the emotional and physical wellbeing of all employees and children ([Work Health and Safety Act, 2011 \(ACT\)](#)). In addition, this policy has been developed to comply with the:

- [Education and Care Services National Law Act \(ACT\) \(2011\)](#) (amended 2023)
- [Education and Care Services National Regulations \(2011\)](#) (amended 2023)
- [Education and Care Services National Amendment Regulations \(2022\)](#)
- [National Quality Standard for Early Childhood Education and Care 2012](#)
- [Early Years Learning Framework for Australia](#) (Version 2, 2022).
- [National Principles for Child Safe Organisations](#)
- [Privacy Act 1988](#).
- Heritage Philosophy; Code of Conduct/Ethics.

Relevant Education and Care National Law	
S 167	Offence relating to protection of children from harm and hazards.
S 170	Offence relating to unauthorised persons on education and care service premises.
S 175	Offence relating to requirement to keep enrolment and other documents.
Relevant Education and Care National Regulations	
R 85	Incident, injury, trauma and illness policies and procedures
R 86	Notification to parents of incident, injury, trauma and illness.
R 88	Infectious Diseases
R 91	Medical Conditions Policy to be provided to parents.
R 99	Children leaving the education and care service premises.
R 102D	Authorisation for service to transport children.
R 158	Children's attendance record to be kept.
R 102	Authorisation for excursions.
R 157	Access for parents.
R 160	Child enrolment records to be kept.
R 161	Authorisations to be kept in enrolment record.
R 162	Health information to be kept in enrolment record.
R 168	Education and care service must have policies and procedures in relation to: (k) enrolment and orientation.
R 171	Policies and procedures to be kept available.
R 177	Prescribed enrolment and other documents to be kept.
R 181	Confidentiality of records to be kept by approved provider.
R 183	Storage of records and other documents.
Relevant National Quality Standard Areas	
QA 1	Educational Program and Practice Element: 1.1.2. Child-centred. Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.
QA 4	Staffing Arrangements Element 4.1.2. Every effort is made for children to experience continuity of educators.
QA 5	Interactions with Children Standard 5.1. Respectful and equitable relationships are maintained with each child. Element 5.1.1: Positive educator to child interactions. Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

QA 6	<p>Collaborative Partnerships with Families and Communities</p> <p>Standard 6.1. Respectful relationships with families are developed and maintained and families are supported in their parenting role.</p> <p>Element 6.1.1. Families are supported from enrolment to be involved in the service and contribute to service decisions.</p> <p>Element 6.1.2. The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child’s learning and wellbeing.</p> <p>Element 6.1.3. information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.</p> <p>Standard 6.2. Collaborative partnerships enhance children’s inclusion, learning and wellbeing.</p> <p>Element 6.2.1. Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.</p> <p>Element 6.2.2. Effective partnerships support children's access, inclusion and participation in the program.</p>
QA 7	<p>Governance and Leadership</p> <p>Element 7.1.2. Systems are in place to manage risk and enable the effective management and operation of a quality service.</p> <p>Element 7.1.3. Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.</p>

Summary of Key Roles and Responsibilities

Role	Responsible for ensuring:
Management Committee	<ul style="list-style-type: none"> This policy document is available, up to date, easily accessible at all times, and available for inspection by CECA, the ACT Regulatory Authority. There is a process to ensure all service policies and procedures are regularly updated in consultation with educators and families and reflect legislative requirements, government guidelines and best practice recommendations.¹ This policy clearly defines the roles and responsibilities of the Director, educators, and families. Reasonable steps are taken to ensure this policy and procedures are followed. Families are notified 14 days before making significant changes to this policy or procedures that affects fees or the way education and care is provided.
Director/ Nominated Supervisor	<ul style="list-style-type: none"> This policy document is available, up to date, easily accessible at all times, and available for inspection by CECA, the ACT Regulatory Authority. Reasonable steps are taken to ensure this policy and procedures are implemented. Quality practice is promoted in relation to enrolment, orientation, settling, and graduating rooms. Opportunities are provided, in consultation with educators, for new and interested families to tour the service to observe the program and become familiar with the service procedures and educators. A waiting list and immunisation register is maintained. Places are offered in line with the Waiting List Policy and Procedures, and priority orf access criteria. Enrolment and graduating rooms/age groups forms are provided to families in accordance with this policy and procedures. The Enrolment Record kept for each child includes authorisations relating to medical treatment, regular outings, and health information. An enrolment and orientation meeting is conducted with each new family and fees have been paid by the family before settling begins. All necessary information is given to the family including the password to the Members’ Area of the website and access to the Family Handbook.

¹ Refer to: Policy Development and Review Policy and Procedures



	<ul style="list-style-type: none"> • All required information has been received from families prior to the child's first day including enrolment, health, behaviour, and child profile forms. • All information provided by the family has been discussed with relevant educators before the child's first day. • Families are asked to spend time at Heritage with their child during the settling period to help them familiarise with the new environment/people. • Families are asked to follow the educator's experienced guidance for settling their child and this may include gradually building up the length of time spent at Heritage before leaving the child for a whole day. • Two-way communication and information sharing occurs between families and Heritage, in person, by phone and email. • A follow-up call or personal conversation is arranged with the family 6 weeks after the child begins at Heritage to discuss the family's satisfaction with the settling process and to discuss any concerns. • Feedback continues to be received from families once they are settled including through the Settling Satisfaction Survey. • On-going training is provided to educators in relation to this policy and procedures at staff meetings. • Time off the floor is provided for educators for critical reflection and to meet with families during the settling period. • Records are kept confidential and stored safely and securely as soon as possible and for the relevant period (r183).²
<p>Room Leaders</p>	<ul style="list-style-type: none"> • 1-2 educators consistently and actively work together to support the child in settling into the room. • New children are comforted and supported to feel safe, and it is clear who is caring for them in the absence of their family. • The information provided during enrolment and orientation, including on Child Profile Forms, is utilised to ensure an individualised approach is developed for settling the child and reflected in the educational program.
<p>All Educators</p>	<ul style="list-style-type: none"> • Families are supported to feel welcomed, to become familiar with service procedures, and establish a consistent arrival and goodbye routine. • Openness, sensitivity, and patience is displayed in assisting each child and family to settle. • Comfort is provided to children who are showing signs of distress when separating from family members. • The information supplied by families about each child is utilised to settle the child into the room and to plan the educational program. • The culture, values and beliefs of families are respected and their decision making incorporated into their child's learning and wellbeing. • Families are consulted regularly during the settling process to discuss the child's individual needs and home routines and how they can be accommodated, while giving due regard to health and safety obligations. • A consistent approach is taken between Heritage and home where practicable, particularly in the areas of behaviour management, sleep and rest routines, sun safety and toileting and hygiene practices. • A collaborative relationship is developed with families, and where opinions differ, solutions are negotiated that promote the best outcome for the child. • Families are given many opportunities to ask questions about procedures, to make suggestions and receive sensitive feedback. • The progress of each child is monitored during the initial stages of separation and shared with families. • Suggestions are made regarding useful strategies as required such as: <ul style="list-style-type: none"> ○ Establishing an arrival and goodbye routine. ○ Leaving promptly if their child is becoming too distressed by a drawn-out process of departure.

² Refer to: Privacy and Confidentiality Policy and Procedures



	<ul style="list-style-type: none"> ○ Requesting that families return to collect their child if they are becoming more distressed after families leave. ○ Encouraging families to feel confident in the process, acknowledging that children can sense this. and it will help them to settle better. ● On-going information is provided to families about how their child has spent their time at Heritage such as sleeping times, amount eaten at meals, activities, friendships, learning outcomes, accidents, health concerns etc. ● Records are kept confidential and stored securely in line with the Privacy and Confidentiality Policy and Procedures.
<p>Families</p>	<p><u>Families are asked to:</u></p> <ul style="list-style-type: none"> ● Regularly access the Members Area of the website and become familiar with the Family Handbook and service policies and procedures. ● Complete all documentation including authorisations for regular outings, first aid treatment, medical treatment, and transportation by ambulance. ● Notify the service on enrolment or diagnosis if their child has specific individual or additional needs such as medical conditions, allergies and any medical management plans that need to be followed. ● Be open to sharing details on relevant forms and during the initial settling period, about home routines e.g., sharing words used at home for eating, sleeping and toileting routines. ● Plan to allow time for settling their child into the education and care environment gradually to help them become families with the new environment/people. ● Respect the guidance of educators who are trained to help families regarding when and how best to leave their child in the care of the educators. ● Aim for a consistent approach between Heritage and home, particularly in the areas of behaviour management, eating, sleep and rest routines, sun safety and toileting and hygiene practices. ● Consider how their child’s routine at home might be modified to ease the child’s transition into the education and care environment and to fit with current best practice. For example: If a child has always eaten while sitting on someone’s lap, families may consider teaching them to sit at a table before they start at Heritage. ● Work collaboratively with educators, and when opinions differ, negotiate solutions that promote the best outcome for the child. ● Talk to their child about the education and care environment, if they are old enough, and let them know that there will be fun activities to do and that they will be safe and cared for. ● Send a comfort toy with their child when they start if they wish. ● Communicate to educators about what calms their child when upset at home. ● Establish an “arrival and goodbye routine”, e.g., hang coats and bags, greet educators, and select an activity/puzzle/story/toy/playmate to help their child feel secure and then confidently leave the room. ● Understand the importance of leaving promptly after saying goodbye: ● Consistency and predictability are extremely important during each child’s routine drop off time. ● During the early period of settling into a room, drop their child in the child's room as an arrival routine becomes established. We ask that families be guided by the experience of an educator as to when the normal drop-off at the front door can be initiated. ● It is important to be confident in the drop-off process as children will sense this and it will help them to settle better. It is sometimes the case that children are distressed during the drop-off separation time but then settle quickly once the separation is over. ● Understand that educators will call families if their child does not settle in a reasonable time. ● Call during the day in the early weeks, to find out how their child settled. ● Provide ongoing information to the Room Leader/educators such as:



- Issues concerning the child's health, e.g., ill over the weekend.
- Issues around behaviour and strategies being used to at home.
- Significant events happening such as visitors or moving house.
- New skills or interests that the child is developing.
- Traumas such as the loss of a pet or car crash.
- Ensure all information about the child and family is kept up to date, including emergency contacts and persons authorised to collect their child.
- Be contactable at all times in the event of accident, illness, trauma or incident, and understand emergency contacts will be contacted promptly if families are unavailable.

Strategies and Procedures

Enrolment Form

The Director/Nominated Supervisor must ensure:

- An Enrolment Form is completed by each enrolling family (Attachment 1).
- All information is checked and complete before the child's first day including the child's immunisation status.
- Enrolment information and emergency contact details are checked and updated during Parent and Educator meetings that are held twice a year or when a family's circumstances change, to ensure information is current and correct.
- The Enrolment Form contains all the details set out in [r160](#).

Privacy Statement

A Privacy Statement is attached to the Enrolment Form which details:

- The name and contact details of the service.
- That enrolling parents/guardians are able to gain access to their information.
- Why the information is collected.
- The organisations to which the information may be disclosed.
- Any law that requires the particular information to be collected.
- The main consequences for not providing the required information.

Custody Arrangements

- The service is required under [r160](#) to have details of all custodial and access arrangements.
- Enrolling family members must inform the Director/Nominated Supervisor of custody and access arrangements on enrolment and must advise the service immediately of any subsequent alterations to these arrangements.
- All relevant legal documentation must be shown to the Nominated Supervisor and a copy must be maintained in the child's enrolment record.

Enrolment and Orientation Procedure

The Director/Nominated Supervisor will ensure:

- Enrolments are accepted according to the Waiting List Policy and Procedures.
- Once a family accepts a place in writing and pays the required deposit, they are invited to attend an Enrolment and Orientation Session.

Enrolment and Orientation Session During Heightened COVID-19 Risk Periods

- The enrolment meeting and orientation sessions will be modified in line with the current COVID-19 risk assessment. Modifications may include:
 - Ensuring as much information as possible is collected via phone and email prior to the enrolment meeting.
 - Making the enrolment meeting shorter, involving only one parent, and ensuring it is carried out when other children are not in the room.
 - Conducting orientation sessions via phone calls/zoom meetings where the risks of in-person orientations outweigh the benefits.
- COVID-safe behaviours will be followed in line with the COVID-19 Policy and Procedures.



The Enrolment and Orientation Session

During this time the Director/Nominated Supervisor will ensure the family:

1. Is made to feel welcome and comfortable, and genuine interest is shown regarding the family's beliefs, values, expectations, and concerns.
2. Completes a **tour of the premises** and is introduced to their child's Room Leader and educators.
3. Receives an explanation about the **National Quality Standard** and the accreditation process.
4. Is shown the **Day Book** of their child's room and an explanation of the service philosophy, daily routine, and how observations of the children and learning outcomes are used in planning the daily curriculum.³
5. Is informed about the integrated **programs** including Yoga, fitness and music.
6. Is shown the **procedures for arrival and departure** including the:
 - QikKids Sign In/Out Kiosk
 - Communication Sheet
 - Authorisation to Collect Child Form
 - Medication Form
 - Accident and Injury Form
 - Illness and Trauma Form
7. Is shown the location of noticeboards and policy manuals.
8. Provides their child's **Immunisation Booklet** to be photocopied.
9. Receives an **Enrolment Form** and is advised to complete and return it as soon as possible and before their child's first day, and to provide all authorisations via the form (or alternative arrangements) and relevant information including:
 - Agreement to priority of access conditions.
 - Emergency contacts.
 - Persons authorised to collect their child (authorised nominees).
 - Court orders
 - Authorisation to give first aid medications, apply sunscreen and take photos.
10. Receives a **Forest School/Regular Outings Authorisation Form**.
11. Discusses the individual needs of the family including their cultural background, hopes and expectation of starting at Heritage and their work commitments.
12. Completes the **Partnership with Heritage Families Chart – Skills and Interests**.
13. Discusses the individual and additional needs of their child and receives relevant **Health/Additional Needs Management Forms** and is advised to complete and return them prior to their child's first day.
14. Is advised of **settling procedures** and the need for planning ahead of time and parent attendance and support to settle their child gradually and achieve a positive experience.
15. Receives a **Child Profile Form** and is advised to complete details of their child's home routines, strengths and interests etc. and return it prior to their child's first day.
16. Is advised that their child's home routines will be **accommodated where safe to do so**, and as far as practicable, in order to provide continuity of care. Where they do not fit with the Heritage Policies and Procedures, such as safe sleeping practices, or health and safety obligations, the routines will need to be adjusted through negotiation and discussion with educators to achieve the best outcome for the child.
17. Is given the **Members Area password for the Heritage** website and advised of the benefits of going online to read all rooms day books, access the latest news and **Family Handbook**, familiarise themselves with the service policies and procedures, and find factsheets from recognised authorities, backing up our policies.
18. Is advised about the main aspects of the Family Handbook, and **key service policies and procedures**, and relevant factsheets provided, including on:
 - Fees and Bookings:
 - Fees are payable from the agreed starting date and must be paid 2 weeks in advance. This will apply whether the child starts on this date or not.
 - Families must not pay their accounts more than two weeks in advance, except in exceptional circumstances and at the discretion of the Director.

³ Refer to: Curriculum and Program Planning Policy; Interactions with Children Policy



- Families eligible for the Child Care Subsidy (CCS) are responsible for ensuring all information requested by CentreLink is provided to them.
 - Families must pay fees in full while waiting for CCS payments from CentreLink, and accounts will be credited once notification and payment from Centrelink is made.
 - Fees are payable when the child is sick/absent and on public holidays, although the service is not open on these days.
 - The maximum allowable absent days without affecting CCS is 42, including public holidays. Families can use their absence days for any reason. They don't need to provide evidence.
 - Fees are not payable on Educator Training Days.
 - Families are required to give 2 weeks' notice in writing of their intention to withdraw their child from Heritage or pay fees in lieu of notice. This applies equally to families who withdraw from a place prior to their child's official commencement date.
- Delivery and Collection of Children
 - Emergency Evacuation and Lockdown Plans
 - Medical Conditions
 - Allergy and Anaphylaxis – including seafood/nut exclusions
 - Nutrition and Oral Hygiene
 - Hygiene and Infection Control, including Toileting
 - Illness and Infectious Diseases
 - Food Safety
 - Dangerous Products
 - Screen Time
 - Sleep, Rest and Relaxation
 - Clothing and Footwear
 - UV/Sun Protection Policy
 - Complaints and Grievance Management

19. Receives an explanation about the Management Committee and family involvement in the running of the service.

20. Agrees an official commencement date.

21. Is added to the parent email list and emergency text list.

22. Understands that enrolment is valid until two weeks' notice of cancellation is given.

Refer to: Checklist for New Families

Settling Strategies and Procedures

Overarching Guidelines

The Director will ensure educators are provided with:

- A clear explanation of the enrolment process.
- Time to discuss all information provided by the child's family before the child's first day.
- Time to discuss strategies that might make transitions easier.
- Time to develop quality professional relationships with families.
- Support from referral agencies as required.
- Information about any custodial issues.
- On-going training regarding this policy and procedures such as at staff meetings.

Heritage educators understand that:

- Settling a child into an education and care environment for the first time can be an emotional experience for both the family and child, and both may experience difficulty in separating.
- It is important to show comfort, openness, sensitivity, and patience when assisting each child and family to settle.
- Each child's reaction is unique, and the time taken for a child to feel comfortable will depend on their age, personality traits, previous experience and how the process is handled by families and educators.
- Some children may settle easily on their first day, while some may take several weeks.
- It is important to be sensitive to each family's feelings and needs including their work/study commitments and time constraints that may affect their ability to participate in the settling-in process, however **Heritage strongly emphasises the benefits of families supporting their children to settle gradually.**



- Where families, due to time constraints or other circumstances, may not be able to participate in a gradual orientation process, they will be reassured that all families are welcome to spend time at the service in consultation with educators ([r157](#)).

Settling Procedure

1. The Director/Nominated Supervisor and educators must ensure the settling experience for families and children is a positive and welcoming introduction to the service.
2. Families will be encouraged to share information about their child and any concerns, doubts, or anxieties they may have regarding the early education and care environment.
3. Each family will have access to a copy of the Family Handbook and an opportunity to have any questions answered in person, by phone or email.
4. 1-2 educators will consistently and actively work together to support the child in settling into the Room.
5. Families are asked to spend time at Heritage with their child during the settling period, to help them become familiar with the new environment and people.
6. Families are asked to follow the educator's experienced guidance for settling their child and this may include gradually building up the length of time spent at Heritage before leaving the child for a whole day.
7. The information supplied by families at the enrolment meeting will be utilised to develop an individualised approach to helping the child to settle.
8. A consistent approach will be taken between Heritage and home where practicable, particularly in the areas of behaviour management, sleep and rest routines, sun safety and toileting and hygiene practices.
9. The culture, values and beliefs of families will be incorporated into decision-making regarding each child's learning and wellbeing, giving due regard to health and safety requirements.
10. Where opinions differ, solutions will be negotiated respectfully that promote the best outcome for the child.
11. Educators will comfort children who are showing signs of separation anxiety (see below).
12. Families will be invited to call during the day in the early weeks, to find out how their child settled.
13. A follow-up call or personal conversation with the family will occur 6 weeks after the child begins at Heritage to discuss their child's progress and any concerns.
14. On-going two-way communication will be encouraged. **Refer to:** Communication and Family Involvement Policy and Procedures.
15. A Settling Satisfaction Survey will be provided to the family to reflect on and review the settling process (**refer to:** Attachment) 2.

Key Points for Families to Remember During the Settling Period

1. It is important to plan ahead of time and allow time for settling very young children into the education and care environment gradually.
2. Children need time and reassurance to become familiar with new situations and people.
3. It is important to develop a consistent "goodbye routine" and provide reassurance that you will return.
4. Make sure it is clear to your child who is looking after them in your absence.

Managing Separation Anxiety

Background

- Separation anxiety is part of normal development and usually occurs between 9-18 months of age when the development of memory means the child becomes more wary of strangers.
- Separation anxiety can happen at any age and recur, particularly around the age of 3 when children start to become more aware of the world and therefore shy in social situations.
- Children experiencing such feelings need a predictable routine and lots of reassurance.
- Families also need emotional support from co-operative educators.
- It can take 2-10 weeks to resolve and there is no quick-fix solution.

Problem Solving

Problems can occur with settling even with the best intentions on the part of families and educators. These can arise when:

- New educators are employed.
- Familiar educators take leave.
- There is a lack of consistency between educators and families.
- A parent says goodbye more than once or returns after saying goodbye.
- The home routine is disturbed due to weekends away, visitors or the birth of a sibling etc.
- The child returns after an illness.
- Family problems.

Heritage understands that communication and sensitivity are key to resolving separation anxiety problems.

- Families may request a meeting with the Room Leader to discuss settling strategies.
- Families may request a meeting with the Director if they have concerns about educator turnover or continuity of care issues.
- Families may review their routine at home and ensure it is calm, stable and consistent.
- Families may be asked to keep to the “goodbye routine” and not be tempted to send their child with someone else to drop them off at difficult times.

Parental Separation Anxiety

- For those parents that may be experiencing grief, loss or guilt at using early education and care as they return to work or study, Heritage believes it is important that they are kind to themselves and develop a practical attitude to the education and care environment and maintain a healthy balance between work and family responsibilities.

Refer to: References and Further Reading.

Continuing Enrolments Procedure

- Prior to the end of each year, families will be asked to confirm their continued enrolment in order for Heritage to renew their usual booked sessions.
- If variations in sessions are requested, the Priority of Access Guidelines will be followed in the Waiting List Policy and Procedures.
- **Any family who owes fees at the end of an enrolment year will not be offered a renewal of their sessions until all outstanding fees are paid.**
- Families with a child starting school the following year and who require a place for their child until school begins, must advise the Director in writing of their leaving date.
- Any extensions to the advised date will need to be made in writing and will be subject to availability.
- **It is the responsibility of families to ensure Heritage is notified of all changes to enrolment information as they arise,** including contact numbers, emergency contacts, persons authorised to collect child (authorised nominees), persons authorised to consent to medication being given to the child etc.
- The Director will ask parents to verify their enrolment information including emergency contacts and personal information etc, every **six months**.
- This will be done during parent-teacher interviews which are scheduled every 6 months or in person for those families who are unable to attend an interview.

Graduating Rooms Procedure

The Nursery (Bluebells) includes up to 15 babies from 6 weeks to 2 years.
The Toddler Room (Grevillea/Wattle) includes up to 20 toddlers from 18 months to 3 years.
The Preschool Room (Banksia) includes up to 22 pre-schoolers who are between 3 and 6 years of age.

- The age at which a child formally graduates to the next age group at Heritage is dependent on the child’s developmental stage and the availability of a place.
- Children may stay in the Nursery or Toddler Rooms beyond the upper and join a transition group where they will participate in the program/activities of the older room but still be



supported by the educator of the younger room.

- This will continue until there is a permanent position in the older room. During this period of transition, the child will become familiar with the older room educators, environment and routines.
- When a child graduates to the new room, the following procedure will ensure a smooth transition.

Graduating Rooms Procedure

- The Nominated Supervisor will inform the parents of the decision to graduate to the child to the next age group in writing via the Room Transition Invitation Form.
- The family will be invited to make an appointment to discuss strategies and procedures to ensure this is done smoothly, to meet the individual needs of the child and with minimum distress or disruption to the child, family and service.
 - Enrolment information will be checked at this time and any forms which need updating will be given to the family (Child Profile, Health/Additional Needs/Behaviour Management Forms etc).
- If families are not comfortable with the decision at this stage, they may request that the child remains in their current transition group.
- The Director/Nominated Supervisor will ensure all documentation related to the child is shared with the child's new Room Leader at this stage.
 - The child's previous Room Leader will share the latest information and documentation regarding the child, including educational summaries before the child is permanently placed in the room.
 - Medical information will be passed on before transition begins and revisited on room graduation.
 - The Director/Nominated Supervisor will ensure the new Room Leader is aware of any updated health or additional needs information.
- The Director/Nominated Supervisor and Room Leaders will keep the parents informed as to how the child is coping with the changes and will discuss any strategies which might make the transition easier.
- Once the transition is deemed to be successful, the child will be formally listed in the next age group and a Graduation Confirmation Letter and Checklist will be sent to families including session times. **Refer to:** Graduation Confirmation Letter and Checklist.

Communication and Training

The Enrolment, Orientation and Graduating Rooms Policy and Procedures will be communicated to families and educators via the:

- Enrolment and orientation session with families
- Induction process for educators
- Educator meetings.
- Family Handbook and Educator Handbook.
- Policies and Procedures section in the Members' Area of the Heritage website.
- Heritage newsletter.

Privacy and Confidentiality

- The Heritage Privacy Statement will be attached to the Enrolment Form.
- All sensitive and confidential information obtained on enrolment will be kept secure in the Main Office in line with regulatory requirements.

Refer to: Privacy and Confidentiality Policy.



Policy Review and Evaluation

In order to assess whether the values and purposes of this policy have been achieved, the Management Committee will:

- Regularly seek feedback from educators, other staff, parents/guardians, children, management and all those in the Heritage community affected by the policy regarding its effectiveness.
- Monitor the implementation, compliance, complaints and incidents in relation to this policy.
- Keep the policy up to date with current legislation, and relevant research and best practice.
- Revise the policy and procedures as part of the Heritage policy review cycle, or as required and provide educators and families with opportunities to contribute to the review.
- Notify parents/guardians at least 14 days before making any change to this policy.

Related Forms

- Enrolment Form (Attachment 1)
- Checklist for New Families
- Settling Satisfaction Survey (Attachment 2)
- Continuing Enrolments Form
- Regular Outings Authorisation Form – Walks/Minibus – Preschool Room
- Child Profile Forms
- Medical Condition Management Plan
- Additional Needs Management Plan
- Communication Sheet
- Family Skills and Interests Sheet
- Xplor Direct Debit Form or Salary Sacrifice Form
- Authorisation to Collect Child Form
- Medication Form
- Accident, Injury, Illness and Trauma Form
- Room Transition Invitation
- Graduating Rooms Confirmation Letter and Checklist

Related Policies and Procedures

Name of Policy and Procedures Document	Location
Acceptance and Refusal of Authorisations	
Creating Inclusion and Equity	
Delivery and Collection of Children	
Communication and Family Involvement	
Curriculum and Program Planning	
Creating Inclusion and Equity	Policy Manuals in Main Office, entrance foyer and Staff Program Room.
Complaints and Grievance Management (non-staff)	
Excursions and In-House Extra Activities	Policy and Procedures on service
Fees and Bookings	Website (Members' Area).
First Aid for Injuries, Illness and Trauma	
Illness and Infectious Diseases	
Interactions with Children	
Late and Non-Collection of Children	
Medical Conditions	
Non-Compliance	
Privacy and Confidentiality	
Waiting List	



References and Further Reading

Australian Government: Department of Social Services (2015). [Priority of Access Guidelines for Child Care Services](#)

ACECQA. (2023). [Guide to The National Quality Framework](#)

ACECQA. (2022). [Early Years Learning Framework for Australia](#) (Version 2).

ACECQA. (2021). [Enrolment and Orientation Policy Guidelines](#)

ACECQA. (2018). [Enrolment and Orientation Information Sheet](#)

Community Early Learning Australia. (2021). *Sample Enrolment and Orientation Policy.*

Community Early Learning Australia. (2020). [Tours and Orientation – how to welcome new families while staying COVID-safe](#) (part 1) [Tours and Orientation – how to welcome new families while staying COVID-safe](#) (part 2)

University Preschool and Childcare Centre. (2020). [Orientation and Transition Policy](#)

University of Melbourne Early Learning Centre. (2015). *Enrolment and Orientation Policy.*

Care for Kids. (2019). [Strategies for Easing Separation Anxiety.](#)

Raising Children Network. (2022). [Separation Anxiety in Babies and Children.](#)

Version Control and Change History

Version Number	Approval Date	Approved by	Author and Amendments
1	October 2001	Heritage Committee	
2	12 June 2012	Heritage Committee	Author: Julia Charters. Combined Enrolment and Graduating Procedures and created new policy.
3	12 November 2013	Heritage Committee	Author: Julia Charters. Split Enrolment, Fees, Graduating and Governance Policy into separate policies.
4	March 2020	Director	Updated all references and links. Minor edits. No major changes to procedures.
5	Xx/xx/xxx	Heritage Committee	Author: Julia Charters. Added Table of Contents. Updated References and links. Minor adjustments to wording to reflect latest ACECQA guidelines. Added Settling Procedure to bring together responsibilities under one section. Added Settling Survey as Appendix. Added procedure for heightened COVID-19 risk periods. Checked Enrolment Form.

Child Enrolment Form 2023

Please complete a separate form for each child. Circle your answers as required.

It is essential that prior to commencement at Heritage, that the following information is complete and up to date. This form must be completed by a parent or guardian who has lawful authority in relation to the child/ren. Please notify the Director of any changes to the information on this form immediately.

Do you require assistance with reading or understanding English?	Yes	No
Who is the Centrelink Primary Carer in your family? (as below): Parent 1 / Parent 2 / Guardian /		
Other _____ CRN _____ ANU Staff / Student Number _____		

I / We _____ accept the offer of an

Ongoing / Provisional Placement (12 month / 6 months extension) at HERITAGE, starting on:

___/___/___ for: Child's First Name: _____ Surname: _____

Child Details

Home Address: _____ P/C: _____
Date of Birth: ___/___/___ Sex: M / F / Other. Language(s) spoken at home: _____
Is the child of Aboriginal and/or Torres Strait Islander descent? Yes / No CRN _____
Country of Birth _____

Parent Details

Parent 1 Full Name: _____
Country of Birth _____ Date of Birth ___/___/___
Home Address: _____ P/Code: _____
Telephone: H _____ W _____ Mobile _____
Email Address: _____
Does the child live with Parent 1? Yes No
Occupation: _____ Place of Employment _____
ANU Staff/Student/Affiliate ID (if applicable) _____

Parent 2 Full Name: _____

Country of Birth: _____ Date of Birth ___/___/___

Home Address: _____ P/Code: _____

Telephone: H _____ W _____ Mobile _____

Email Address: _____

Does the child live with Parent 2? Yes No

Occupation: _____ Place of Employment _____

ANU Staff/Student/Affiliate ID (if applicable) _____

Guardian Details (if applicable)

Guardian's Full Name: _____

Country of Birth: _____ Date of Birth ___/___/___

Home Address: _____ P/Code: _____

Telephone: H _____ W _____ Mobile _____

Email Address _____

Does the child live with their guardian? Yes No

Occupation: _____ Place of Employment _____

ANU Staff/Student/Affiliate ID (if applicable) _____

Emergency Contacts Details (called if parents/guardians cannot be contacted in relation to an illness/accident/incident/emergency). Must live **no more than 30mins** from Heritage. These contacts are also authorised to collect the child, allow/arrange transport, authorise the child to leave the premises with an educator & consent for medical treatment to be administered by medical personnel. Identification must be produced on request.

Emergency Contact 1 Name: _____

Address: _____

Telephone: H _____ W _____ Mobile _____

Relationship to the child: _____

Emergency Contact 2 Name: _____

Address: _____

Telephone: H _____ W _____ Mobile _____

Relationship to the child: _____

Does the child have any dietary restrictions? Yes No

If yes, please describe _____

Does your child have Asthma? Yes No

If yes, please complete and attach a copy of the Asthma Management Plan to this form.

Does your child have any other medical conditions or require ongoing medication (eg ADHD, epilepsy, diabetes)? Yes No

If yes, please complete and attach a copy of the relevant Medical Condition Management Plan to this form.

Is there anything else you feel Heritage needs to know regarding the health and welfare of your child? (eg excessive fears, challenging life issues, behavioural issues, development delay or special needs?)

Yes No

If yes, please describe below and attach a copy of the Additional Needs Management Plan to this form.

Family/Cultural Background Details

Do any court orders/parenting agreements exist in relation to the child? Yes No

If yes, please attach a copy of the Court Order/Parenting Agreement to this form.
If changes are made, Heritage must be notified immediately.
Heritage staff will contact the police if any such order is violated.

Does your child have any special requirements related to their cultural or family background?

Yes No

If yes, please give details _____

Preferred language _____

Please circle your family constellation:

Two biological parents Biological mother only Biological father only
Biological father and a mother figure Biological mother and a father figure
Same-sex family
Child shares time between separate homes of biological mother and biological father
Other - please specify _____

Do you have any skills which you could share with the Heritage community? (craft, computer, music, cooking etc.) _____

Consent Agreements

I (please print full name) _____
a person with lawful authority of the child referred to in this enrolment form,

- Declare that the information in this enrolment form is correct and undertake to immediately inform Heritage of any changes to the information on this form.
- Give permission for my child to be treated by a Heritage educator with a current First Aid Certificate and for the service to seek medical treatment from a registered medical practitioner or hospital, and for my child to be transported by ambulance to the nearest hospital for treatment if deemed necessary in an emergency. I will reimburse Heritage for any costs incurred for the ambulance transportation.

Yes No

- Consent to my child receiving a blood transfusion. Yes No
- Consent to my child receiving the following first aid treatments at the discretion of the Director and Room Leader.

Paracetamol	Yes	No	Ventolin	Yes	No
Antihistamine	Yes	No	Antiseptic Cream	Yes	No
Stingoes Spray	Yes	No	Band Aids	Yes	No
Nappy Cream (supplied by family)				Yes	No
Eczema Cream (supplied by family)				Yes	No

- Consent to being contacted immediately if my child has symptoms of an infectious illness requiring exclusion, or a temperature of **37.5 to 38 degrees**, and will collect my child within 1 hour and **preferably within 30 minutes**.

Yes No

- Consent to an emergency contact being called promptly if I am not available Yes No
- Consent to my child being checked for head lice Yes No

- Give permission for my child to go on walks on campus at the Australian National University and for my Preschool and Toddler / Toddler transition child (where applicable) to walk a further 800m to the National Museum or Lake Burley Griffin picnic areas located in close vicinity to Heritage.

Yes No

- Consent to my child being photographed or videoed while at Heritage and included in the Parents' Day Book. (No outside agency or individual will be permitted to photograph/video your child without your consent)

Yes No

- Consent to my child's photograph being included on the Private Members area of the Heritage Website.

Yes No

- Consent to educators administering SPF 30+ sunscreen to my child. Yes No

Print Name _____ **Signature** _____ **Date** _____



Membership Obligations: Each family must:

- Abide by the **Heritage Code of Conduct/Ethics** and **Policies and Procedures**, including COVID-safe behaviours as set out in our **COVID-19 Policy and Procedures**.
- Understand the policies and procedures are summarised in our **Family Handbook** and the full Policy Manual is available in the Entrance Foyer and Main Office. The members area on our website provides easy access to handbooks, policies, news and parenting guides at <https://www.heritageecc.com.au/>. Please ask the Director if there is anything you do not understand.
- Respect educators' time and collect their child **before 5.45pm** or pay the appropriate fine if fail to do so. **Note: First time late pick-up:** \$20 per family for first 1-15 mins, then \$20 for every additional 15 mins or part there-of. **Second and subsequent instances in a calendar year:** \$50 per family for the first 5-15 minutes, then \$50 per for every additional 15 mins or part there-of). In all instances, the cost of a taxi/s will be charged to the family's account if educators miss their bus as a consequence of the late pick-up.
- Understand that under the **ACT Public Health Regulation 2000** requires children with certain conditions or children who have been in contact with certain conditions, to be excluded for minimum periods of time.
- Inform Heritage immediately if your child has contracted an illness and **follow the exclusion periods as set out in the Handbook** and Heritage Illness and Infectious Diseases Policy. Although it may be difficult for families, Heritage has a legal obligation and duty of care to exclude children with an infectious illness.
- Understand and agree that **you must be contactable at all times your child is at Heritage**, in case of illness/accident/incident/emergency. To meet our legal obligations and duty of care, if you are unavailable, understand an emergency contact will be contacted promptly.
- Understand that, in relation to an infectious illness that requires exclusion, the **Non-Compliance Policy and Procedures** will commence where a parent/guardian/emergency contact cannot be contacted or cannot collect the child **within 1 hour** of person-to-person contact.
- Understand that Heritage has a legal obligation and duty of care to maintain educator-to-child ratios at all times. When relief staff are required to provide 1:1 supervision of a sick child for more than 1 hour, the cost will be charged to the child's parent/guardian. (**Note:** The Hayes agency charge for a minimum of 4 hours).
- Inform Heritage in writing of any changes to the list of people authorised to collect your child or any other information on this form.
- Abide by the Heritage Priority of Access conditions which give priority to ANU staff, students and affiliates.
- Notify Heritage immediately if either parent/guardian ceases to be an ANU staff member, student or affiliate.
- Consent to the ANU ID numbers given on this form being forwarded to ANU for the purpose of verification and for auditing the allocation of places by Heritage.
- Understand that "Provisional" 12-month placements will be reallocated at the end of 12 months if an ANU affiliated family requires the position. If there are no ANU affiliated families waiting for a place, the Provisional Placement may be extended by 6 months.
- Pay for all regularly booked sessions whether they are used or not. This also applies to public holidays.
- Pay for booked sessions 2 weeks in advance via Debitsuccess or Salary Sacrifice unless prior arrangements have been made with the Director. The Committee reserves the right to terminate membership if fees are unpaid for 1 month.
- Give 2 weeks' notice to terminate/change booked sessions. You continue to pay fees during those 2 weeks.
- Provide their child's Immunisation Record on enrolment at Heritage and understand that if a child is not immunised according to the ACT Health guidelines, they will be excluded during outbreaks of immunisable diseases. Fees are still payable during this period. Child Care Subsidy will stop if their child falls behind on their immunisations (No jab, No Pay Policy, Dept of Health).
- **Not post photographs of Heritage children other than their own on social media without permission from the child's parent/guardian.**
- Contribute to 2 fund raising efforts a year or pay \$50 in lieu of fundraising.

The Committee reserves the right to terminate your membership if you fail to abide by your obligations

Parent/Guardian Name _____ Signature _____ Date _____

Director's Name _____ Signature _____ Date _____

(Privacy Statement must be attached)

Survey: Settling into Heritage (conducted through Survey Monkey)

Settling children into an early education and care environment can be an emotional experience for both children and families. This survey is designed to collect feedback about our orientation and settling processes and we welcome your comments about the time you spent with us during the settling period. Please complete the following details (one form per child) so that we can continue to improve our service.

Please place a check mark in the appropriate box for your assessment of our staff and service.

Service	Poor	Average	Good	Excellent
The Director spent time explaining the Heritage policies and procedures during the enrolment and orientation process.				
The Director used the enrolment and orientation process to ensure an individualised approach was developed for settling my child.				
The Director invited my family to spend time in the room with my child before their first day.				
Room educators displayed an openness and sensitivity to assisting my child and family to settle.				
Room educators ensured the individual needs and interests of my child were understood and met.				
An educator was assigned to be my child's primary carer during the initial stages of settling.				
Educators monitored and gave feedback on the progress of my child during the initial stages of separation.				
A collaborative approach was taken by educators with my family to help develop arrival and goodbye routines, settling strategies and consistency between routines/practices at home and Heritage.				
My family was given opportunities to ask questions and make suggestions.				
My family was encouraged to telephone in the early stages to check how my child was settling.				
The Director made a follow up call or had a personal chat after 6 weeks to discuss my child's progress and the settling process.				
Comments				