

Lyneham Primary School



Preschool Parent Handbook



Our school is justly proud of the well-earned reputation it enjoys for its significant contribution to the Canberra community over more than half a century.



Welcome to Lyneham Primary School

From the Principal

Welcome to Lyneham Primary School. As a renowned public school, we are justly proud of the well-earned reputation our school enjoys for its significant contribution to the Canberra community over almost half a century.

Lyneham is a thriving and dynamic community with a diverse range of cultural backgrounds and family structures, which form the fabric of who we are at Lyneham and the relationships we develop with one another.

At Lyneham Primary School we are a community of learners. Each of our students is special to us. Our learning programs and pastoral care practices are designed to build on, and respond to the needs, interests and aspirations of the students. Each student's learning genuinely matters to us, so we work to differentiate the curriculum to take account of *who* we are teaching, as well as *what* we are teaching.

Our vision for Lyneham is creating opportunities for every student and celebrating success. A key to improving student outcomes is building on our culture of high expectations focusing on teaching and learning in relevant and purposeful ways.

Engaging with the community enables us to meet the learning needs of all students and is a fundamental belief and practice at Lyneham. We do this through consultation, collaboration and developing relationships and partnerships between students, staff, parents and community groups to establish a safe and supportive environment inclusive of all.

By exploring different ways of practice, technologies and "next practice" to enrich and inspire our students we seek to develop critical thinkers, and to make learning and school a fun experience, providing a strong foundation for lifelong learning.

We are thrilled that you have chosen Lyneham Primary for your child's education.

Merry O'Dea and Ben Roberts



We look forward to getting to know you and working with you and your child/ren.



Lyneham Primary School P-6

Lyneham Preschool Unit
Garling Street

Lyneham ACT 2602

T 6142 2769

Downer Preschool Unit
Cotton Street

Downer ACT 2602

T 6142 2861

www.lynehamps.act.edu.au

Contact Details

Education Directorate Contact Details

- 13 2281
- www.education.act.gov.au

Lyneham Primary School Contact Details

- School Phone number: (02) 6142 1720
- Garling St Preschool Unit phone:(02)6142 2769
- Cotton St Preschool Unit phone:(02) 6142 2861



8:45 am – 2:45 pm

Preschool children must be dropped and collected from the Preschool room.
Preschool children are under duty of care from 8:45 am – 2:45 pm.

Hours of Operation

Front Office (located at Lyneham Primary)

8:30am – 3:30pm during school term

Garling Street Unit- LYNEHAM

Monday/Tuesday/Alternate Wednesdays
8:45am–2:45pm

Thursday/Friday/ Alternate Wednesdays
8:45am – 2:45pm

Cotton Street Unit- DOWNER

Monday/Tuesday/Alternate Wednesdays
8:45am–2:45pm





School Philosophy

The Education Directorate's vision is that all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives. The Education Directorate's values are honesty, excellence, fairness and respect. This vision and values are reflected through our school philosophy, which is outlined below.

"The lynchpin of an effective learning community is a shared and negotiated understanding of the ways in which learners treat one another."

(English and Dean, 2001)

Lyneham Primary is a community of learners. Our school fosters a positive, cooperative, challenging and supportive learning environment. Children, teachers and parents/carers work together to develop and maintain respectful and quality relationships. We value and build productive partnerships with families. Lyneham Primary is proud of its rich tapestry of diverse cultures, families and life experiences present in our community.

We expect that each person – staff, children and parents/carers – will take responsibility for their own actions and accept the agreed consequences for actions which impact negatively within our community. Developing and maintaining our positive school climate relies on each member of the school community taking responsibility for cooperative, caring and respectful relationships.

We believe that modelling, teaching and expecting respectful relationships is fundamental to the achievement of high quality learning outcomes and community. Our staff is committed to understanding and focussing on the needs and experiences of all children. We believe this approach, coupled with secure and focussed learning environments, proactively encourages appropriate behaviours.

Assisting children to change behaviours, which have a negative impact within our school community, is a key school priority. We understand that this takes time, encouragement, effort and explicit teaching.



Lyneham Primary School Vision and Mission Statement

Lyneham Primary School, in partnership with the school community, prepares children for a meaningful, productive life by creating a supportive, educationally stimulating and safe environment.

The School is committed to maintaining a balanced educational program, which fosters self-esteem and develops those skills necessary to meet the challenges of participation in contemporary society.

Preschool Unit Philosophy Statement


The Lyneham Primary Preschool units' philosophy builds upon our school's vision statement and the principles from the Early Years Learning Framework.

At Preschool, we understand that children

- learn best through play
- grow and develop at different rates
- have a range of skills and abilities
- bring diverse and rich cultural backgrounds from home
- learn best in an environment where they feel safe, secure and supported

A variety of learning experiences need to be planned to cater for the individual needs and interests of each child. Learning is an active process that can involve children working independently or with others. Educators support children's learning and have high expectations for all.

PLAY is essential for its strength to stimulate and integrate a wide range of children's intellectual, physical, social and creative abilities. Actively engaging children in their play extends and supports their learning. We look at the whole child and are responsive to developmental and cultural needs, and unique personalities.



We balance spontaneous play and project based learning experiences to provide opportunities to 'play for the moment' and revisit or extend concepts to develop understanding and knowledge. Play works alongside explicit teacher scaffolding and direction to promote creativity, imagination and problem solving skills. Our teachers celebrate each child's learning.

Young children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development. (Early Childhood Australia) At our preschool units we give priority to developing caring, empathetic and respectful relationships. We value reciprocal relationships between educators and children, children and children, and school and home to build our learning community.

We value the parents and carers' role as the first educators of their children. By making learning visible we work in partnership with families to enhance children's engagement with learning. We actively seek opportunities to engage families as active members of our learning community.

*We build **secure, respectful and reciprocal relationships** with all members of the community.*



At 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 for 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 build continuity for their learning and development.

*We develop **partnerships** with families that support the learning and development of all children.*

At Preschool, the educators:

- Work with families to support children's learning and development at home and in the community
- Use 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 in and contribute to children's learning and development experiences
- Are transparent and objective, and provide families with information about their children's learning and development, and about what they can do to further support their children.
- 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, schools and home.

We strive for high expectations and equity for all.

At Preschool, the educators:

- Establish high expectations for all children's learning and development
- Support children's learning and development through a combination of child-led and adult-led play based learning, as well as active teacher-led learning.
- Ensure that every child experiences success in their learning and development
- Recognise that every child can learn, but some children require quite different opportunities and supports to do this
- Maximise opportunities for every child
- Provide physical environments that support a range of opportunities for learning and physical activity, both indoors and outdoors
- Encourage children to explore, solve problems, communicate, think, create and construct
- Use child-centred approaches to explicitly teach particular knowledge and skills

We have respect for diversity in our learning community.

At Preschool, the educators:

- Recognise bi and multilingualism as an asset and support these children to maintain their first language and learn English as a second language.
- Promotes 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 connection to the land
- Build on children's interests, abilities, cultures and previous learning experiences to extend their thinking, learning and development
- Recognise the connections between aspects of children's learning and development

We enhance the learning and development of all children by engaging in ongoing learning and reflective practice.

At Preschool, the educators:

- Gather information that supports, informs, assesses and enriches decision-making about appropriate professional practices
- Continually develop our professional knowledge and skills to enable 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 and practice.

Curriculum

A national early learning framework for children from birth to five years has been developed.

The Early Years Learning Framework has been developed to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop.

The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life.

<https://www.education.gov.au/early-years-learning-framework-0>

It is a guide for early childhood educators who work with children from birth to five years. They will use the Framework in partnership with families, children's first and most influential educators, to develop learning programs responsive to children's ideas, interests, strengths and abilities, and recognise that children learn through their play.

Belonging, being and becoming

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 type of adult they will become.

Together with this national framework, educators at Lyneham use 'Every Chance to Learn – Curriculum framework for Australian Capital Territory schools for preschool to year 10' to develop quality programs.

To view Education Directorate policies visit <http://www.education.act.gov.au/>

...our teachers celebrate each child's learning.

Communication Avenues

Our school recognises the importance of a positive parent/staff 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.

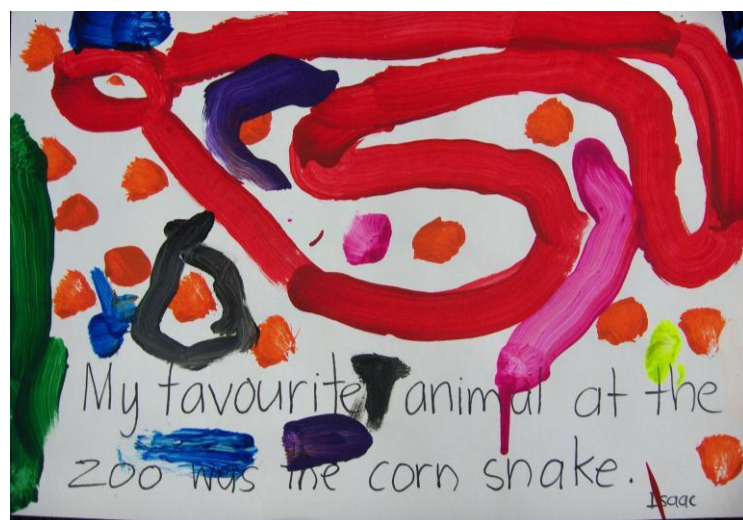
Important notices are placed in Newslyne (our school newsletter) and on Preschool noticeboards. School newsletters are produced fortnightly with information about what is happening in the school.

A range of parent events are held throughout the year these include:

- Getting to know you interviews-February
- Parent-Teacher Interview – Mid-year
- Learning Journeys
- Semester 1 & 2 reports

Teachers appreciate the opportunity to talk with parents and carers both informally and in formal situations. This ensures valuable insights, and understandings, can be appreciated about a child's individual developmental journey.

If you have any questions or concerns, please do not hesitate to ask for an appointment to meet with the teacher.





Contribution to Decision Making

Families are welcome to contribute to the decision making procedures of the school through the School Board, the PPA or the P&C.

School Board

Lyneham Primary School is administered by a school board whose membership comprises the school principal, two elected staff members, three elected members of the parent body and a nominee of the Department of Education. Elected members normally serve for a two-year period.

The Board is the policy-making body of the School. Its major functions include:

- Determine the educational policies to be implemented at the School
- Assess, from time to time, the needs of the School in relation to the provision of buildings and facilities, equipment, funds and staffing, and make recommendations to the Chief Executive (of the Education Directorate) with respect to the meeting of those needs
- Determine the purposes for which funds made available for the School are to be expended
- Make recommendations to the Chief Executive in respect of the use of the buildings, facilities and equipment of the School for purposes other than school purposes
- Develop relationships between the School and the community and between the School and community organisations
- Make recommendations to the Chief Executive on matters relating to the School

Responsibility for the implementation of policies established by the Board rests with the Principal and staff.

Parents and Citizens Association

The P&C plays an important role within the School. Meetings are generally held on the primary school site and are advertised in the Newsletter. All parents are encouraged to attend the meetings. As well as its more official activities, the P&C provides an informal meeting ground for parents and teachers and serves a fundraising function for the School.




Participation of Volunteers

Volunteers have a special place in schools and assist in many ways.

Volunteers may interact with individuals and small groups of students in a range of different activities.

To 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.

- Please be advised that a regular volunteer on site (eg. more than 7 times) is required to obtain a Working With Vulnerable People card at wwvp@act.gov.au or Access Canberra on 13228.
 - Observe similar standards of behaviour and ethical conduct to that required of staff. For example you are expected to act within the law, be honest and fair, respect other people (including students), and work to the best standard of your ability.
 - 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. For example, volunteers should not discuss nor disclose personal information about students, staff or students' parents/carers to others.
 - Accept and follow directions from the principal/supervisor and seek guidance through clarification where you may be uncertain of tasks or requirements. You may need to familiarise yourself with the directorate's policies and guidelines on particular issues.
 - Observe safe work practices, which avoid unnecessary risks, apply reasonable instructions given by supervisors and report to the supervising staff and school administration any hazard or hazardous practice in the workplace.
 - Report any problems as they arise to your teacher including incidents, injury or property damage.
 - Avoid waste or extravagance and make proper use of the resources of the school/directorate.
- 



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 to the school.

Families can help in the following ways:

- Sharing knowledge and expertise of craft, cooking, music, storytelling, job skills etc.
- Interacting with the daily program
- Repairing resources
- Working bees in the garden etc.
- Joining the Parent Association

Enrolment Procedures

Children seeking to enter school at the preschool entry point should be four years of age on or before 30th April in that year.

Preschool enrolments open in April prior to the commencement of the preschool year. Online enrolment is available at http://www.education.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 address, 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 eligible for entry into Early Intervention (Special Education) programs and English as Second language programs. Children requiring Special Education support may be enrolled upon meeting certain eligibility criteria. An application may be made through the school counsellor or through the Student Support section of the Directorate. Full information will have to be provided to the Principal at the time of application. Further information is available on the Directorate's website at <http://www.education.act.gov.au/>

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. Such activities may include excursions and class photos. Stationery contributions are separate to voluntary contributions and include all supplies for the preschool year and a library bag.

Schools do ask families to contribute a voluntary contribution to enable it to continue to provide a quality learning environment for our children.

Purchases rely upon the commitment and generosity of our parent community.





Delivery and Collection of Children

Regular attendance is important as this allows the children to settle into routines and establish themselves as part of the group. In accordance with the National Quality Standard, collection of children must be by a parent or authorised nominee. It is extremely important that you 'hand over' your child to the staff each morning and not just drop them off without seeing staff first.

Preschool hours are from 8:45am – 2:45 pm. Parents and carers are responsible for supervising their child (ren) carefully before Preschool starts and collect children promptly at 2.45pm. If you are going to be late for collection please notify the school as this helps reduce stress for your child (ren).

The settling in/saying goodbye process is very important to every child. Some children require extra assistance at this important time. At Lyneham we encourage parents to complete an activity with their child as part of this process and ensure staff are aware of your departure.

Changes to Details

Please keep staff and the school informed of any changes to address, home/work phone numbers, child care arrangements, medical information and emergency contact phone numbers. However, please keep telephone calls to the preschool during session times for urgent matters only as it is disruptive to the program when staff leave the children to answer the telephone.

Library

To promote literacy skills and encourage a love of books and reading, Preschool Library borrowing will commence early in Term 1. Each child will be provided with a Library Bag for regular borrowing. More details about Library borrowing will be given out in Term 1.

Toileting

It is important that children are able to manage toileting independently before commencing Preschool. We do understand that individual needs and toileting skills vary greatly and that accidents will happen from time to time. If families could ensure that children have a change of clothes (including socks) in their bags it would be appreciated. Please let us know if your child needs extra reminders or assistance to manage toileting or has special needs in this area.



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 influenzae type b). We would ask that you check your child's present immunisation status to see whether it is complete for his/her 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 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 (eg 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.

Exclusion periods for infectious diseases such as mumps, German measles, measles and chicken pox are provided at the end of this handbook.

If a child is to take a **prescription medicine** while at school, written directions and medicine must be left with staff. Information on a child's health status e.g. epilepsy, diabetes, should be given on enrolment or on diagnosis. If the health problem is serious please provide an up to date photograph of the child so it can be placed on our Medical Alert board.

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 School Office.

Food – Provision is made for the children to eat during the preschool session. Parents/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: Lyneham Primary School is an allergy aware school due to the inclusion of students with life threatening anaphylactic allergic conditions. Preschool is a nut free environment.*

To view Education Directorate policies visit <http://www.education.act.gov.au/>



Physical Activities and Appropriate Clothing

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

Daily physical activity is an important part of our preschool program. Outdoor play sessions, movement to music and organised games occur daily and promote fitness, development of fundamental motor skills and social interaction.

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.

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.

In keeping with the sun safe policy, children will need to wear either a legionnaires or wide brimmed style hat. At Lyneham hats will be provided by the school. If your child brings a hat from home please ensure that cords on hats are detachable in compliance with Directorate regulations.

A warm coat and hat is required in winter.

PLEASE LABEL EVERYTHING

Information on Hygiene Procedures

Staff, children and volunteers must adhere to the hand washing procedures.

All children are encouraged to wash their hands:

- On arrival
- Before and after eating or touching food
- After toileting
- After blowing their nose and touching mouth
- When leaving the centre

All scratches and cuts must be covered.



Food Safety Tips for Homemade Lunches and Snacks

Lyneham maintains an allergy aware environment and as there are a few children who have the potential to progress to anaphylaxis we ask that children do not bring nuts or nut products to school.

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 care givers 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.

- 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 or vegemite.
- Because 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, or include a wrapped frozen water bottle to keep the lunch box cool
 - 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 and milk can be frozen overnight and then stored in your child's lunchbox, helping to keep it cold.
- Make sure that while at school children keep their lunches in cool places and away from direct sunlight and other heat sources that facilitate the development of food poisoning bacteria.

Excursions

Excursions are part of the educational program at Lyneham. On enrolment, parents are asked to give permission for their child to go on incidental excursions e.g. walk to the shops or Lyneham Primary School. If children use any form of transport, parents will be advised in advance and asked to give permission, in writing, for the child to attend. The adult/child ratio is 1:4 on major excursions or less as required.



Emergency Management Procedures

The school has a policy on emergency evacuations and is required to practise evacuations procedures. All staff and children participate.

Child Protection Practices

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 behaviour and safe behaviours. Staff will also deliver lessons to enhance social and emotional skills.

Transitions

Our existing preschool families at Lyneham Preschool **do not** have to re-enrol for Kindergarten at Lyneham Primary **IF** you live in our Priority Enrolment Area (PEA).

Students attending our preschools living outside our PEA will have to enrol for Kindergarten 2024. Please check with us if you are unsure what to do. Students are guaranteed a Kindergarten place at their PEA school.

As with all transitions the staff will ensure that the move from preschool to kindergarten is successful. To do this we have implemented a transition program for our preschool children.

This involves:

- Ensuring children have the opportunity to be involved as part of the Lyneham Learning Community from preschool to year 6, throughout the year by engaging in activities such as peer support programs
- Ensuring children engage with other preschool groups within the Lyneham/Downer community
- A structured transition program during term 4 which includes visits to the Kindergarten rooms and an information session for parents and carers

Children and their families will gain an understanding of the processes and preparations necessary for transition throughout the year. For more information about this topic please follow the link to this website for some handy hints:

[Starting school - a guide for parents](#)

http://www.education.act.gov.au/__data/assets/pdf_file/0019/18613/Starting_School.pdf



Student Welfare and Management

We are very proud of, and committed to, the respectful environment we create at Lyneham Primary School. We place the highest priority on maintaining and improving this quality work.

At Lyneham 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 and by valuing their uniqueness and what they bring to the 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 (**Respectful Relationships**) that outlines the steps for addressing student welfare and management issues.

Parent Support

Parent link www.parentlink.act.gov.au 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.

Concerns or Complaints

If you have a concern about your child's education please have a conversation with the preschool teacher. You are also welcome to make contact with the executive staff in the primary school:

- Merryn O'Dea - Principal
- Ben Roberts - Deputy Principal

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

Diseases – Outbreak Procedures and Exclusion Periods

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.

Condition	Exclusion of person with condition	Exclusion of persons in contact with condition
Amoebiasis (entamoeba histolytica)	Exclude until diarrhoea ceases	Not excluded
*Campylobacteriosis	Exclude until diarrhoea ceases	Not excluded
Chicken pox (varicella and herpes zoster)	Exclude until the last blister has scabbed over. The child should not continue to be excluded by reason only of some remaining scabs.	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.
Conjunctivitis (acute infectious)	Exclude until discharge from eyes ceases.	Not excluded
*Cryptosporidiosis	Exclude until diarrhoea ceases	Not excluded
Diarrhoea	Exclude until diarrhoea ceases	Not excluded
*#Diphtheria	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.	Exclude family and household contacts until approval to return has been given by the Chief Health Officer.
Giardiasis	Exclude until diarrhoea ceases	Not excluded
*#Haemophilus influenza type b (Hib)	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Hand, Foot and Mouth disease	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.	Not excluded
*Hepatitis A	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.	Not excluded
Herpes (cold sores)	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.	Not excluded



Impetigo (school sores)	Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.	Not excluded
Influenza and influenza-like illnesses	Exclude until well	Not excluded
*Leprosy	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded
*#Measles	Exclude for at least 4 days after the rash appears.	<p>(a) Immunised contacts not excluded.</p> <p>(b) Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case.</p> <p>(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.</p> <p>(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.</p>
Meningitis (bacterial)	Exclude until well	Not excluded
*Meningococcal infection	Exclude until adequate carrier eradication therapy has commenced.	<p>(a) Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer.</p> <p>(b) Otherwise, excluded until 10 days after last contact with the index case.</p>
*#Mumps	Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner).	Not excluded
*#Poliomyelitis	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.	Not excluded
Ringworm, scabies, pediculosis (lice), trachoma	Exclude until effective treatment has commenced.	Not excluded
Rotavirus	Exclude until diarrhoea ceases	Not excluded
*#Rubella (German measles)	Exclude for 4 days after the appearance of the rash.	Not excluded Female staff of child-bearing age should ensure that their immune status against rubella is adequate.
*Salmonellosis	Exclude until diarrhoea ceases	Not excluded

*Shigellosis	Exclude until diarrhoea ceases	Not excluded
Streptococcal infection (including scarlet fever)	Exclude until the person has recovered or has received antibiotic treatment for at least 24 hours.	Not excluded
*Tuberculosis	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded
*Typhoid and paratyphoid fever	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	(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.
*#Whooping cough (pertussis)	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.	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).
Worms (intestinal)	Exclude until diarrhoea ceases	Not excluded