

Policies 2021

Play and Learn policies are developed in collaboration with our management, kaiako and whānau in order to clarify legislation and to describe our procedures. They are established to support our kaiako, whānau, and managers, and to guide them in their everyday practice. This booklet is reviewed annually and specific policies reviewed and updated to ensure they are consistent with agreed practice. Whānau will be included in these reviews.

Key legislation in ECE includes:

Education Act, 1989

Education (Early Childhood Services) Regulations, 2008

Licensing Criteria for Early Childhood Education and Care Centres, 2008

Building Act, 2004

Civil Defence Emergency Management Act, 2002

Disabled Persons Community Welfare Act, 1975

Employment Relations Act, 2000

Fire Safety and Evacuation of Building Regulations, 2006

Food Act, 2014 and Food Regulations (2015)

Health (Immunisation) Regulations, 1995

Health and Safety at Work Act, 2015

Human Rights Act, 1993

Inland Revenue Department Act, 1974

Privacy Act, 1993

Resource Management Act, 1991

Smokefree Environments and Regulated Products Act 1990

Vulnerable Children's Act, 2014

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Settling Policy - Reviewed May 2020

Belonging | Mana whenua- 3: Children and their whānau experience an environment where they feel comfortable with the routines, customs, and regular events.

To be read in conjunction with the whānau information booklet.

Purpose

- To support whānau and kaiako transition and settle tamariki.
- To support positive learning experiences in an environment where tamariki feel safe and comfortable

Procedures

- It is important whānau spend time familiarising tamariki with our programme before care is due to begin. We recommend a minimum of 2-3 visits, in conjunction with Kaiako. Some programmes are able to offer Stay and Play over an extended period.
- Whānau are welcome to stay at any time, you are encouraged to observe and take part in our programme until such time as tamariki feel secure enough for you to leave. Allow time for them to settle into the new environment. Every tamariki (and whānau) settles at their own pace. After discussions with whānau, an individual settling plan will be implemented, this is based on individual strengths, preferences and interests.
- Notify us of any medical or behavioural conditions or allergies before enrolment, a plan may need to be developed and put in place.
- In order for us to understand tamariki better, whānau should complete and discuss the information sheet including routines, interests, special needs, culturally appropriate aspirations/practices/customs, limits for behaviour, likes/dislikes etc.
- Kaiako will support and spend time settling tamariki, they will be given positive support and nurturing during times of separation difficulties. All whānau and tamariki settle in different ways. Some will take considerable time, while others may appear to settle easily then become unsettled some time later.
- Keeping to a daily routine helps tamariki to understand and what to expect, e.g. arrive, read a story, have a cuddle, say goodbye, then leave. It is important to be predictable and to stay within the routine as much as possible. Changing, or coming back and forth makes the process harder for tamariki as well as for whānau. Crying can be a normal part of the settling process, we do not leave unsettled tamariki to cry alone, there will always be a reassuring adult nearby. Don't leave without saying goodbye as this creates uncertainty. Please discuss with kaiako if uncertain.
- Whānau are welcome to phone at any time to check on tamariki.
- Please label lunchboxes, drink bottles and clothing clearly so as to avoid mix ups this also develops early literacy skills.
- For their wellbeing, we recommend that tamariki should not attend another early childhood service while enrolled at a Play and Learn centre (please discuss with us).

Communication with Whānau Policy – Reviewed Feb 2021

Purpose

To respect value and promote open, respectful communication and relationships between kaiako and whānau. To work in partnership, finding best ways of providing supportive education and care. To provide understanding and consistency between whānau and kaiako. To prepare children for 21st century learning.

Procedures

Before care begins whānau should complete the information sheet and advise us of any special or additional requirements, including health needs or other general information. Better information will assist tamariki to settle in, and helps us to understand them.

We will provide information about our programme, policies, fees and regulations about food, choking, excursions and nature programmes. Our programme is child led and play based. Take time to read the information book, policies and procedures, these explain why we operate under this philosophy. We focus on tamariki; their interests and strengths. Whānau, are included in planning, evaluation, aspirations and setting goals. We value your suggestions and ideas to enrich our programme.

We will also invite you to an information session to discuss how these work in our programmes. . This is an important way of sharing our unique programme and objectives. We also arrange whānau evenings/events with social, educational, and informative content. Whānau are welcome to offer suggestions for these evenings.

Kaiako will also briefly discuss the day with you at pick up time. You are also welcome to stay, phone in, participate in excursions, or make a formal appointment to discuss tamariki at any time. Please keep phone calls brief, or text in order to minimise interruptions.

Remember to promptly sign in and out each day – it is important for records and safety. Please respect our kaiako work hours, family time and privacy, please do not expect them to reply outside of work hours. You are welcome to email anytime, however please do not phone or send personal messages outside of work hours.

Health regulations state that we must exclude if we suspect infectious illness. A medical certificate may be requested. Each day, please inform us of any health or wellbeing issues we need to be aware of e.g., not enough sleep etc. This helps to understand behaviours. The better-informed we are, the better we will be able to understand and care for tamariki.

Serious or distressing accidents/incidents or head injuries will be communicated directly to whānau as soon as possible - see illness/accident policy. An information sheet for minor accidents/incidents will be completed by kaiako and placed in your wall pocket or bag. Regulations require this to be confirmed by a whānau signature. Whānau must sign on the roll next to the name to show that you have been informed.

Tamariki will have their stories and learning shared with you in their learning journey and/or Story Park (e-portfolio). We encourage whānau to share their own stories and ideas, you will keep this when you leave. Further communication is through a “closed” Facebook site for each programme (limited to whānau and kaiako). We will respect your decision if you choose for your child not to participate in this, please discuss with us. Check any noticeboards, wall pockets, Facebook and Story Park posts for daily activities and learning.

We encourage you to participate in our policy reviews, surveys, evaluations, and contribute to our annual and strategic plans. These set our direction and programme.

Discuss all concerns with the team leader or coordinator - see our complaints procedure.

Fee Policy – Reviewed August 2019

Payments

All fees are to be paid by the beginning of the week of care. Automatic payment or telephone banking is preferred. Late payments could incur a penalty. Weekly accounts will be available at the beginning of each week. Any outstanding fees must be paid before tamariki cease care.

Fee Schedule and 20 Hours ECE

See individual fee schedule for current fees. 20 ECE hours are in line with MOE rules.

Absences/Holidays

Full fees are charged for all unbooked absences as overheads such as kaiako salaries still have to be met. Holidays when booked a full week in advance will be charged a holding fee of $\frac{1}{3}$ of usual payment. Holiday holding fee can only be charged for a maximum of three weeks, after which full fees are payable.

Closures

We are closed on public holidays however weekly fees are based on an annual amount so full fees are still charged. Part time tamariki will not be charged for public holidays. For emergency closures a makeup day may sometimes be available, if requested.

Change of Hours

Changes to hours must be requested at least one week in advance. Two weeks' notice must be given if you no longer wish to attend. Full fees will be charged if no notice is given.

WINZ

Many whānau are eligible for assistance to help cover fee charges. This will be deducted from your account when received by us. It is your responsibility to cover all payments not paid by WINZ to Play and Learn.

Late Pickup

All tamariki must be collected on time. Extra fees will be charged if tamariki are collected late (regardless of the time they arrive). For tamariki collected after closing time, you will be charged at a higher rate towards cost of extra wages.

Please respect our kaiako; they have commitments and need to finish work on time.

Te Tiriti o Waitangi / Treaty of Waitangi Policy – Reviewed April 2020

Ehara taku toa i te toa takitahi engari he toa takitini. I come not with my own strengths but bring with me the gifts, talents and strengths of my family, tribe and ancestors. *Te Whāriki pg.12*

Purpose

We respect and embrace the unique position of Māori as tangata whenua in Aotearoa / New Zealand and encourage an awareness and appreciation of our bi-cultural heritage. Support Te Tiriti o Waitangi and the use of Te Reo Māori as a living language and recognise the core values of Māori and reflect these in daily practice.

- Kotahitanga – Oneness/Unity
- Kaitiakitanga – Guardianship
- Mauritanga – Life Essence
- Wairuatanga – Spiritual Connection
- Oranga - Health
- Manaakitanga – Hospitality/Care
- Whānau ngatanga - Relationships and Connections
- Mātauranga – Knowledge
- Rangatiratanga - Leadership
- Akonga – Reciprocal Learning
- Tuakana/Teina Relationship – Reciprocal Learning
- Mahi Tahi – Collaboration and Participation

Procedures

- We will consult with Māori whānau about their aspirations for tamariki.
- All kaiako will work towards knowledge of tikanga and Te Reo Māori and are encouraged to use Te Reo Māori in daily practice.
- All kaiako will demonstrate respect for tikanga.
- Kaiako will discuss and inform others of appropriate practice with regard to tikanga Māori
- Outings and excursions will include cultural events and experiences.
- Visual aids and language prompts are displayed in and around the centre where possible.
- Kaiako will greet tamariki, whānau, colleagues and phone enquiries in both Māori and English.
- Māori frameworks such as Te Whare Tapa whā (Durie, 1998), Te Wheke (Pere, 1991), Te Whatu Pōkeka (2009), Tātaiako (2011), Te Ara Poutama: Māori and indigenous development (2020), will be used appropriately within documentation.
- Professional development is encouraged for kaiako to extend understanding of tikanga and Te reo Māori.
- Kaiako and management endeavour to make, find and provide Māori and natural teaching resources.
- We recognise the unique place of Māori in policies and practises.

Social Competence Policy – Reviewed April 2020

Comply with Children's Action Plan & Vulnerable Children Act 2014

Belonging | Mana whenua 4: Children experience an environment where they know the limits and boundaries of acceptable behaviour.

Purpose

All tamariki come with unique individual potential. This should be nurtured through understanding and effective, gentle, respectful guidance.

From a traditional Māori perspective, the child endowed with spiritual potential or a divine spirit which must be upheld.

Respect, affection, acceptance and self-confidence are goals which guide our practice when working with tamariki.

To provide an environment where:

- Tamariki are respected as unique, capable and competent.
- Kaiako recognises that social competence is an ongoing learning process. Clear expectations, limits and goals for behaviour are understood
- The founding rule that guides our programmes is that tamariki may not hurt themselves or others, disturb others' work or misuse property.
- Play, active exploration, challenge, cooperation, problem solving, discovery and enjoyment are experienced in a safe and positive social environment.
- Tamariki are supported to develop emotional literacy where they learn to recognise and understand feelings, behaviours and responses, over time.
- Developmental understandings, expectations, space and set up of the environment, is taken into consideration. Tamariki are free to choose from a range of appropriate learning opportunities that enhance their interests, skills and abilities.

Strategies

Positive and respectful methods for kaiako to use will include;

- verbalising acceptable behavioural expectations to tamariki, not what they don't want.
- modelling positive pro-social skills.
- empowering tamariki to use language and communication to solve their own problems. Providing coaching on peaceful problem solving strategies is sometimes necessary,
- allowing tamariki time to react and to process information, i.e. by approaching the situation and asking “what’s happening here?”, then offering choices to the child on how to try things differently.
- ensuring tamariki have time to complete work, or their turn, before moving on.
- offering choices and empowering tamariki to have a voice in decisions concerning them.
- using both verbal and nonverbal strategies to ensure tamariki understand.
- assisting tamariki to verbalise what they want - not “use your words”
- offering explanations about why behaviours are unacceptable, inform tamariki of the desired behaviour and then move on. Not “we don't do that here”.
- empathising, listening, talking, reflecting and explaining - relating behaviour to safety concepts, rules and emotional harm that may be caused to others.
- talk calmly, but firmly, explain appropriate or unacceptable behaviour, highlighting that the behaviour, and not the child, that is unacceptable.
- occasionally choose to ignore or redirect some behaviours, i.e. guide tamariki towards more appropriate activity.

- respect tamariki’s right to play and to have their work valued. Conversations are about taking turns, instead of sharing.
- for extremely inappropriate behaviour, one-on-one time, or “sit and watch” with a kaiako may be used. This offers tamariki time away from others and stressful situations.

A calm and peaceful, but firm manner should be used to ensure dignity is upheld and respected, while expectations are clarified.

No tamariki will be subjected to any form of physical ill-treatment, solitary confinement, immobilization or deprivation of food, drink, warmth, shelter or protection.

Kaiako will understand the need for consistency in managing inappropriate behaviour, however a holistic approach will consider individual differences in age, ability, social, cultural and personal backgrounds.

Kaiako will work with whānau, team leaders and managers to develop individual guidance plans where appropriate. All behaviour is recognised as a form of communication – kaiako will look beyond the behaviour to consider any underlying issues or needs

As part of our commitment to open communication, and working in partnership, we will converse with whānau about inappropriate behaviours and consult about plans to modify this. External support may be accessed.

Tamariki do need to acknowledge when they have hurt someone by finding ways to help, such as a cuddle or a cold cloth. Saying sorry is often meaningless and will not be insisted on.

Staff will be aware of the reporting procedures under the vulnerable children’s act.

Privacy of tamariki and whānau must always be respected.

Tamariki Protection Policy – Reviewed April 2020

Principle 4 Relationships | Ngā hononga: Parents and whānau trust that their ECE service will provide an environment where respectful relationships, encouragement, warmth and acceptance are the norm

Purpose

Play and Learn is committed the safety and wellbeing of tamariki through the prevention of child abuse. The interests and wellbeing of our tamariki is our prime consideration when any decision is made about suspected child abuse.

To provide guidance on our shared responsibilities of how to identify and respond to concerns about the wellbeing of tamariki, including possible abuse or neglect.

All kaiako have a role to play in protecting tamariki and keeping them safe. Including;

- Providing safe environments, free from physical, emotional, verbal or sexual abuse or neglect.
- Proactively prevent child abuse and neglect in our community.
- Provide confidence in identifying and addressing any concerns of child abuse and neglect
- Comply with legislation in place for the protection of tamariki, education and early childhood services regulations, health and safety, and other applicable legislation.

Principles:

- The rights, welfare and safety of tamariki are first and paramount
- The protection of tamariki and advocating for them.
- Care and protection of tamariki are built on a bicultural Māori tamariki, are assessed and managed within a culturally safe environment.
- Wherever possible, whānau and iwi participate in the making of decisions affecting that child/tamariki.
- All kaiako are to recognise and be sensitive to other cultures.
- Kaiako are familiar with signs of abuse/ neglect and will follow Play and Learn Procedure when reporting any incident.
- Kaiako are competent in identification and management of actual or potential abuse and/or neglect through the organisation's policy and procedural structures and education programme.

Play and Learn commitment to child protection:

All employees have responsibility for the safe management of identified and suspected child abuse and neglect. Those responsibilities include: To

- Ensure a minimum of two adults are present at all times children attend
- Be aware of where all other adults are and what they are doing.
- Doors remain open at all times practical and always be unlocked.
- Tamariki are encouraged to care for their own toileting needs where practical

- Two adults to accompany outings (except in circumstances approved by the team leader e.g. specific small outings in public spaces, or transportation).
- People unknown to the teachers will be asked to identify themselves
- Touching should never be initiated to gratify adult needs
- Where appropriate, kaiako may respond to child initiated contact to meet the child's physical and emotional needs.
- Visitors and students will be visible and supervised at all times. All visitors and students must sign the visitors register.
- Students will wear name tags at all times, never be left alone with children and never change nappies or toilet children. They must report any concerns to their A.T immediately.
- Management will provide resources to support Kaiako and whānau including professional development and to understand Tamariki Protection and related policies.
- Kaiako will understand the referral processes and management of identified/suspected abuse and neglect and seek advice when child abuse is suspected or identified. They will ensure responsible documentation procedures for recording of care and protection concerns.
- Kaiako will participate in an induction program that will include understanding and complying with legal obligations in regard to child abuse, indicators, outside agencies, planning environments and supervision to minimise risk.
- Dealing with tamariki/parents/family/whānau.
- Review annually the Child Protection Policy and procedures.
- Provide brochures and posters, in appropriate languages pertaining to accessing support and interventions for child abuse and neglect.
- Be aware that Oranga Tamariki Care and protection social workers have a legal right to interview tamariki while they are in the care at our service. They will advise the parents/caregivers of the interview. The Team Leader or Centre Manager must lodge an incident report.
- A cultural lens will be applied when working with tamariki, whānau and Kaiako. Consultation with whānau and iwi will be sought and decision making will include, whānau and iwi where possible.

Definitions: Child abuse refers to the harming (whether physically, emotionally or sexually), ill treatment, abuse, neglect, or serious deprivation of any child/tamariki, youngperson/rangatahi (Section 14B Children, Young Persons, and Their Families Act 1989). This includes actual, potential and suspected abuse.

- Physical abuse - any acts that may result in physical harm of a child or young person.
- Sexual abuse - any acts that involve forcing or enticing a child to take part in sexual activities, including child sexual exploitation, whether or not they are aware of what is happening.
- Emotional abuse - any act or omission that results in adverse or impaired psychological, social, intellectual and emotional functioning or development.

- Neglect - the persistent failure to meet a child's basic physical or psychological needs, leading to adverse or impaired physical or emotional functioning or development.

Oranga Tamariki are the agency responsible for investigating and responding to suspected abuse and neglect. New Zealand Police - the agency responsible for responding to situations where a child is in imminent danger and for working with Oranga Tamariki in child protection work.

Identifying possible abuse or neglect: Every situation is different and it's important to consider all available information before reaching conclusions. Possible indicators include:

- Physical signs - developmental delays, physical neglect, medical neglect.
- Behavioural concerns - tamaiti talking about things that indicate abuse (or an allegation or disclosure) neglectful supervision, abandonment.

Responding to suspected abuse or neglect: If kaiako has a concern that a tamaiti is likely to be abused or neglected, they must report this to their manager/team leader/coordinator then assist in the formulation of a plan to address care and protection concerns. A referral to Oranga Tamariki may be made at any time. The Manager must report to the Education Council on all matters involving staff.

Responding to a child when the child discloses abuse: If kaiako are concerned for the immediate safety of a tamariki in any situation, as soon as practicable, contact the manager, who will contact police. If there is a delay in contacting the Manager, do not wait for their call before you inform the police

Allegations or concerns about staff:

- If there are suspicions or allegations of abuse by kaiako, management must ensure that the suspected person has no further contact with tamariki concerned. A risk assessment must be undertaken to determine what level of access, if any, that person should have to other children.
- The suspected kaiako will not have unsupervised access to tamariki during any investigation and will be informed fully of their rights.
- Management must ensure that both tamaiti and alleged kaiako are kept safe.
- Kaiako have a right to privacy until any allegations are confirmed. They may seek legal advice from a lawyer or relevant union/representative body, and an opportunity to respond. If there is "reasonable cause to suspect" that abuse may have occurred. The disciplinary action may be taken
- For registered teacher's it is mandatory for employers to report to the Education Council, any time they believe the teacher has engaged in serious misconduct. For unregistered kaiako it is mandatory to report to the local Ministry of Education.

Confidentiality and information sharing: All written observations or communication shall be kept in writing, and sealed for confidentiality. The Privacy Act, and Children, Young Persons, and their Families Act allow information to be shared when abuse or suspected abuse is reported or investigated. Provided the report is made in a good faith, no civil, criminal or disciplinary proceedings may be brought against them.

Recruitment and employment (safety checking): Our recruitment policy includes comprehensive screening procedures and safety checks as required by the Vulnerable Children Act 2014. We will exclude any person employed or engaged in the service from coming into contact with children if we have reasonable grounds to believe that the person:

- has physically ill-treated or abused a child or committed a crime against children; or

- In guiding or controlling a child; has subjected the child to solitary confinement, immobilisation or deprivation in food, drink, warmth, shelter or protection.

Bullying: Bullying is defined as "use superior strength or influence to intimidate (someone), typically to force them to do something" and will not be tolerated by any employee, visitor, whānau or tamaiti. Any form of bullying needs to be brought to the attention of the team leader/coordinator who will seek advice from the Manager.

Review and evaluation: Policy to be reviewed and discussed with kaiako in conjunction with the Annual Management Plan and evaluated after any incident or occasion in which significant elements of this policy have been implemented.

Kaiako are not experts in child abuse and as such when in doubt must consult a supporting agency

Information on identifying possible abuse or neglect is detailed in "Working together to keep children and young people safe. An Interagency Guide' (Child, Youth and Family, 2011, (Working Together). This document should be read in conjunction with this policy and the Kaiako handbook

Oranga Tamariki = 0508 326 459, MOE = 0800 848 326

Wellness and Wellbeing Policy – Reviewed May 2021

Wellbeing / Mana atua- 1: Children experience an environment where their health is promoted.^{3:} Children experience an environment where they are kept safe from harm.

Purpose

To provide a safe and healthy environment where prevention is the best policy.

To ensure that kaiako and parents/whānau are aware of regulations and guidelines.

To minimise the risk of illness spreading.

Procedure

Illness prevention strategies such as hand washing, safe coughing and nose blowing etiquette will be role modelled, practiced and promoted.

Whānau and kaiako will be informed of education and health regulations and included in opportunities for professional development.

Outdoor play is available at all times and is encouraged.

In case of emergency or suspected broken bones **Dial 111 and ask for an ambulance**. Whānau /tamariki details should be taken to the hospital

Guidelines. Where there is a serious injury or illness or incident while at the service they are required to notify Management who will notify the Ministry of Education.

All accidents will be recorded, analysed (by the team) and hazards identified through risk management procedures.

Kaiako and whānau must ensure that persons who are unwell do not come into contact with others.

Tamariki. If whānau have concerns that tamariki may possibly be unwell, this information **must** be shared with kaiako upon arrival. A medical clearance may be requested.

- **Health regulations** require everyone with an infectious illness, **including vomiting and diarrhoea, fever** (38 degrees Celsius and over), persistent crying, difficulty breathing, persistent coughing, persistent runny nose, or other signs of possible illness, or any infectious disease listed in the second schedule (such as conjunctivitis or unidentified rash) of the Health Regulations, must not attend. A medical certificate may be requested. They must be symptom free for 48 hours before returning. If unsure please check <https://www.healthed.govt.nz/resource-table/table-infectious-diseases>
- All whānau contacts must be kept up to date - If tamariki becomes ill while in care, whānau will be contacted as soon as possible. If they are unavailable or unable to remove tamariki soon enough, the emergency contact person listed on the child's enrolment form will be contacted
- Tamariki showing signs of an infectious illness will be isolated. Kaiako will provide appropriate care and monitoring until parents/whānau arrives. An illness/accident/ incident form will be completed, signed and shared with whānau, this will provide information to a medical professional. In the event of emergency treatment.
- If whānau or siblings are unwell, please call or text us to make safe arrangements before dropping/collecting tamariki.

- In an emergency tamariki will be taken to an accident/emergency clinic/hospital, or an ambulance called, and Management informed. A kaiako will accompany them taking their personal file and details.
- Parents/whānau will be advised if anyone who attended develops a serious and/or infectious illness, including signs of the illness and what to look for.
- Individual health plans and/or chronic illness forms should be completed by a doctor for anyone suffering from asthma, diabetes, allergies, or any other specific medical conditions and those that require ongoing medication.
- Good care hygiene practices to prevent the spread of illness will be practiced by everyone, e.g. handwashing before and after toileting and at food times, nose blowing, sneezing, coughing, hygienic nappy changing etc.
- Tamariki with contagious conditions/illnesses such as scabies, head lice or conjunctivitis etc. **mustnot attend until an appropriate treatment has been used.** Centres should maintain a high standard of cleaning and disinfecting on a daily basis. Rooms should be kept well ventilated.
- All accidents/ injuries which may be serious, or alarming, will be recorded and whānau (or an emergency contact) contacted immediately with a clear explanation. All head or other serious injuries must be closely monitored.
- Whānau will be given sufficient information in order to decide if they wish to collect tamariki or to seek medical help.

Kaiako will

- Actively work to keep themselves and others safe and well.
- Implement health regulations which: “if you have reasonable grounds to believe that any person has an infectious or contagious disease or condition, then you must exclude that person from the service and from coming into contact with children”.
- Ensure injuries are treated by kaiako with a current First Aid Certificate.
- Be alert to changes in behaviour, or signs of illness, and respond promptly..
- Record details of any accident, incident and illness procedures.
- Provide details of all tamaiti accidents to kaiako who will be working at expected pick up time.
- Will not attend if they have an infectious illness. A medical clearance may be requested. Kaiako who develop or are suspected of, an illness while at work will either be sent home or given duties away from others.
- Complete a staff accident/ illness form if serious and inform management

Immunisation. The Ministry of Health requires all licensed early childhood centres to record and keep a copy of every child’s immunisation history.

- An immunisation register will be kept, so that in the case of an outbreak, any un- immunised tamariki will be removed from the centre until the incubation period of the disease is passed and no further cases are reported, or if the outbreak turns into an epidemic.
- The immunisation register will be updated on enrolment, at 15 months and between 4 and 5 years.
- Parents/whānau are asked to keep us updated after each immunisation has been given.
- Records will be kept confidential.
- Immunisation certificates are located in the back of your Well Child Tamariki Ora Health Book. This certificate should be signed off by your health professional

Isolation and Exclusion Policy - Reviewed May 2020

Wellbeing / Mana atua-1. Children experience an environment where their health is promoted.³ Children experience an environment where they are kept safe from harm.

Purpose

To keep Tamariki and Kaiako safe from infection. Exclusion of tamariki with infectious diseases is necessary where there is potential for further spread of infection. To provide clear guidelines and understand when a child will be excluded. To understand that exclusion is at the discretion of kaiako.

Procedures

If whānau have concerns that tamariki may be unwell, this information must be shared with kaiako upon arrival. We may request a medical certificate before allowing them to attend.

To prevent spread of infection whānau with an infectious illness must not pick up/drop off tamariki.

Kaiako should be vigilant, alert to and record changes in behaviour, or signs of illness, and respond promptly and appropriately. Contact whānau as soon as you have concerns, if unavailable or unable to collect promptly then the emergency contact listed on the enrolment form will be contacted.

An isolation kit (waterproof material blanket, pillow, will be kept).

Any tamariki suffering from fever (over 38deg), vomiting, persistent coughing, or other possible infectious illness will be required to be isolated (kept at a safe distance - minimum 2 meters) from others in order to minimise the spread of infection, until collected.

Tamariki with diarrhoea or vomiting must not attend;

- if they have a fever, and until 24 hours after the fever has passed
- if they have diarrhoea or vomiting and until **48 hours** after the last incident and must have had at least one normal bowel motion

Reasons to exclude tamariki. If:

- The illness prevents them from participating comfortably in programme
- The illness results in greater care needed than we can reasonably provide without compromising the health and safety of the other tamariki.
- They show any of the following symptoms; fever (38 degrees Celsius and over), persistent crying, difficulty breathing, persistent coughing, persistent runny nose, or other signs of possible illness.
- Rash with fever or behaviour change – except if a doctor has determined it is not a communicable disease.
- Tuberculosis - until the doctor advises that the child is non-infectious.
- In cases of extreme behaviour where consistency and support from external agencies ,or whānau is not sufficient to support a safe programme

Immunisation

In certain circumstances there is a requirement to exclude unimmunised tamariki who have had contact with certain diseases. These include Measles, Diphtheria and Whooping Cough, and would be at the directive of the Ministry of Education or on the advice of the Medical Officer of Health. Public Health Service exclusion guidelines will be followed for any conditions not listed above.

If you are unsure of health issues please check

<https://www.healthed.govt.nz/resource-table/table-infectious-diseases>

Medication Policy – Reviewed May 2021

Wellbeing / Mana atua: Children experience an environment where: they are kept safe from harm.

Purpose

To provide guidance in line with Early Childhood and Ministry of Health Regulations for the administration of medication.

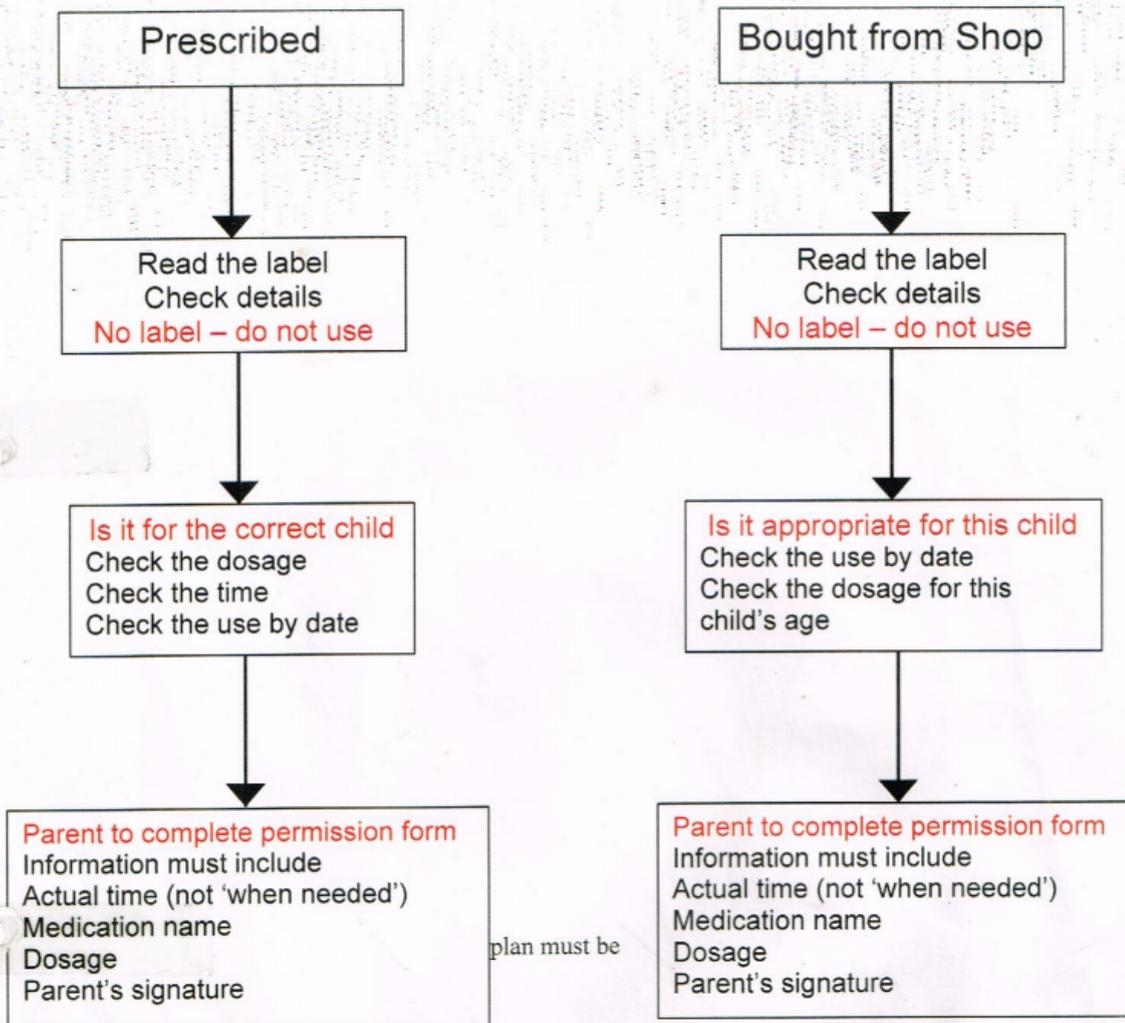
Procedure

- All whānau/guardians must give signed written authority before any medication is administered. This must include the name of medication, tamariki, dosage, time and date. Medication must be in the original container. Medication will only be given to the tamariki it is prescribed for.
- By law, the medical practitioners/manufacturers' directions must be included on the label of all medications administered by kaiako.
- Whānau instructions must comply exactly with dispensing directions.
- Medication will only be administered by designated kaiako. These kaiako will be trained but do not have a medical qualification.
- All medication must be stored in a safe, secure area away from the tamariki and in a refrigerator if appropriate.
- No medication will be accepted on an 'as required' basis unless a **Chronic Illness Action Plan** has been completed.
- No unprescribed cough/cold medicine or paracetamol will be given to tamariki under two years of age.
- When medication is administered kaiako must check the label for correct names, dosage, condition and expiry dates. After administration kaiako must record exact dosage and time and sign medication charts.
- Arnica cream is rubbed on tamariki bumps and bruises. If you have an objection to this please inform the team leader.
- Kaiako will undergo training by the manager or a delegated person, in regulations and guidelines before being permitted to administer medication.

Chronic Illness:

If your tamariki has an ongoing medical problem (e.g. asthma, diabetes, allergies etc.) a Chronic Illness Action Plan, which includes kaiako training will need to be completed. This is done in consultation with the doctor, kaiako and whānau. This must be signed by a doctor. Specific training must be given to kaiako.

Medication Flow Chart



Laundry Policy - Reviewed May 2020

Wellbeing Mana atua¹: To promote an environment where their health is promoted

Purpose

To provide a safe and healthy environment for tamariki and kaiako

Procedures

- Linen will be washed in between tamariki, when soiled or weekly.
- Art and cleaning cloths will be washed separately.
- Tea towels and dish-cloths will be washed separately
- Towels, hand towels and facecloths will be washed after each use.
- Nappy cloths will be soaked overnight in a nappy solution then washed separately.

Where practical all washing will be dried in sunlight—sunlight kills germs.

Procedure for Washing Sick or Soiled Tamariki

Tamariki must be treated with respect and dignity, privacy should be respected.

Only kaiako, or persons who know tamariki well, will change sick or soiled tamariki.

Washing soiled or sick Tamariki

- ensure the area is contained to prevent other tamariki from entering
- Wear disposable gloves
- Ensure you have everything required e.g. soap, towels, change of clothing
- Wipe/wash soiled tamariki down.
- Use the shower/shub/tub as required. Use tepid water and test the temperature before putting the child in.
- Tamariki who have soiled outside their nappy or have vomited, will be body washed immediately using bottom cloths/wipes
- Soiled clothing must be rinsed and securely wrapped, then attached to the outside of the child's bag.
- All contaminated areas must be disinfected immediately. All other tamariki must be removed from the soiled area until it has been completely cleaned/sanitized.
- After the washing, tamariki will be towel dried and dressed with clean clothes.
- If necessary, contact whānau , tamariki will be isolated until they are collected
- Use the isolation kit if required.
- Saturate tub after faecal/body fluid contamination with bleach solution and leave as long as possible (minimum time ½ hour) then clean.
- Follow wellness and isolation policies.

Mud and Dirt.

Outdoor play is a regular activity at Play and Learn – Tamariki will get dirty and muddy at times. Dirt contains *Mycobacterium vaccae*, which strengthens the immune system and is important for health and cognitive development.

- Muddy tamariki will wash with soap and water before eating.
- Any tub of water for this purpose must be supervised.
- Muddy shoes and gumboots will not be worn inside

Procedure on Hand Washing- Reviewed May 2020

Wellbeing / Mana atua 1. Children experience an environment where their health is promoted. 3. Where they are kept safe from harm.

Purpose

To promote the importance of cleaning hands as the best way to prevent viruses and prevent germs from spreading through the environment.

Procedure

Have conversations with tamariki about the importance of handwashing and drying.

Soap and clean hand towels will be provided for children at all times.

Support tamariki who are unable to wash hands for themselves.

Hands should be washed

- Before eating
- After toileting
- Before, during and after changing nappies (see nappy changing procedure)
- Before food preparation
- After blowing noses
- After contact with infectious persons
- After touching something that could be contaminated (such as a rubbish bin, cleaning cloth, drain, or soil)
- Before dressing a wound, giving medicine or putting in contact lenses
- After contact with blood or body fluids (like vomit, nasal secretions, or saliva)
- After contact with animals
- More often if you suspect others are sick

Hands should be washed with soap for at least 20 seconds, then dried thoroughly.

- Wet hands under running water.
- Scrub your hands well with soap. (including fingers and thumbs)
- Washing your hands should take 20 seconds – about the time it takes to sing “Happy Birthday”
- Rinse your hands under running water.
- Dry hands thoroughly with a clean towel.

Nappy changing and toileting Policy - Reviewed May 2020

Well-being 1: Children experience an environment where their health is promoted.

Well-being 2: Children experience an environment where their emotional well-being is nurtured.

Well-being 3: Children experience an environment where they are kept safe from harm

Purpose

To provide a safe and hygienic procedure for nappy changing and toileting

To consistently apply practical strategies to ensure safe toileting and nappy changing.

To ensure experiences are positive and tamariki are treated with dignity and respect.

Procedures

- All nappy changes are only to be undertaken by kaiako who know tamariki well, and are comfortable with them.
- Nappy changing should be open and observable at all times.
- All supplies must be ready and within arm's reach.
- Wash hands (see hand washing procedures)
- Put on disposable gloves
- Tamariki are supported to use steps to climb onto a changing table.
- Paper towel is placed over the nappy changing surface.
- One hand should be kept on tamariki at all times.
- Remove soiled nappy and clothes.
- Clean bottoms and wash with water as necessary (girls wipe from front to back)
- Use nappy tabs to close and wrap up soiled nappy with disposable paper.
- Place soiled nappy (disposable or cloth) and disposable sheet in nappy bin/bag. (If a bowel motion, wrap nappy up in gloves first.)
- Put soiled clothes in a waterproof bag to be taken home.
- Remove gloves (if you haven't already done so for bowel motion) and place in a nappy bin.
- Wash hands
- Place the clean nappy on and dress the child.
- Wash the tamariki's hands
- A suitable sanitiser e.g.0.1% hypochlorite (bleach) must be used after each nappy change; then washed off with a water spray after use, as it may cause irritation of sensitive skin. Bleach solution must be discarded after 25 hours.
- Nappy changing sanitiser (Bleach) should be stored so that it is inaccessible to the children
- Where practicable, dispose of soiled contents down the toilet.
- Wash hands
- Record all changes and sign in book noting time wet/dry/soiled

Supporting tamariki during nappy changes

Make nappy change times a positive experience including tamariki's comfort and feelings. When changing nappies, consider that this as an excellent opportunity for intimate experiences, close interaction, language and singing.

- Slow down, allowing tamariki to take their time so they feel relaxed.
- Use correct vocabulary to describe words associated with nappy changing and toileting.

- Be sensitive to individual differences and where possible making small changes to the nappy change routine to take into account these needs.
- Change nappies when they need to be changed rather than just at set times and encourage tamariki to communicate when they need a change.
- Allow tamariki to be active participants in the process. Support them if they want to stand up or change themselves.
- Using respectful language and communicating during the process, this helps tamariki to understand what is going on and what will happen next.
- Encourage dressing in clothing which foster independence.
- Never show displeasure or negativity towards tamariki with a dirty/smelly nappy

Food and Nutrition Policy- Reviewed January 2021

Purpose

To create an environment that promotes healthy eating
To support kaiako whānau and tamariki to make nutritious choices.

Procedures

Ensure that all tamariki understand the connection between healthy food and having a healthy body.
Always include health, safety and nutrition when considering food choices.
Provide an environment which includes whānau and cultural values to support healthy nutrition practices.
Ensure that cooking activities reflect a healthy balance from the four food groups
Tamariki will always be supervised while eating by a person with a full first aid certificate.

Food and Choking -2021 Regulations - “Minimising food related choking in ECE” 2021 Regulations. These requirements do not apply to food that whānau provide
Kaiako must ensure whānau are aware of these guidelines and acknowledge they have received a copy and understand them.

Strategies

- A kaiako must be in close proximity when tamariki are eating and know how to respond to choking or an adverse reaction.
- Tamariki must sit while eating, Kaiako have conversations about safe eating practices
- Tamariki bring a named lunchbox with appropriate food, and a water bottle..
- Water only policy– no fruit juice, flavoured, fizzy, or powdered fruit drinks
- Kaiako must be informed of any food allergies, intolerances and special dietary requirements.
- Conversations to develop awareness of allergies and the importance of not sharing lunch box food.
- For special requirements such as diabetes, or is at risk of an anaphylactic reaction, an action plan and training are required to ensure all the team knows the emergency procedures and protocols.
- A list of allergies, intolerances and special dietary requirements will be displayed for reference.
- Nutrition information available for whānau on Facebook and through newsletters. Information sessions provided by organisations such as the Heart Foundation or nutritionists.
- Regular conversations and about healthy nutrition occur in context.
- Safe hygiene, such as hand washing before eating and preparing food, and food safety practices are adhered to when preparing, serving and eating food.
- Regular nutrition-based activities are included in the curriculum. Vegetable gardens and cooking/food preparation are a feature.
- Food sharing and celebrations such as birthdays **must** be discussed with kaiako and must include healthy options and strategies for tamariki with allergies.
- Kaiako role model healthy eating habits and have conversations about foods that are nutritious. Introduce new foods or concepts such as a “rainbow” lunch to include a wide variety of nutrients

Mealtimes are treated as social occasions where tamariki and kaiako have conversations about table manners and independent skills, recycling and clearing up after meals and snacks.

Whānau are supported to breastfeed- see Bottle and Breastfeeding policy.

Funds should be budgeted to support and promote nutrition related professional development.

Lunch

Healthy food choices enhance learning, brain development and physical energy. Tamariki need a substantial lunch, sandwiches, vegetables and leftovers are great. This does not need to be fancy. For extra good ideas try <https://nutritionfoundation.org.nz/nutrition-facts/nutrition-a-z/lunchbox-ideas>

Please do not include foods such as

- Potato chips/snack products. e.g. biguns, burger rings, corn or vege chips, cheese balls, cheezels, rashuns, munchos, twisties, (These items will be returned to you) or
- Shop bought items such as pies, sausage rolls, lollies, chocolate, rollups, and or fruit leathers.

Also, try to restrict any packaged items to a minimum of one per day e.g. Plain popcorn, muesli bars, rice wheels, 'crackers and cheese' products, containers of breakfast cereal.

When choosing packaged snacks use these criteria as a guide to pick healthier options:

Saturated Fat - less than 2g per 100g
Sugar: less than 10g per 100g
Sodium: less than 400mg per 100g

Food and Choking -2021 Regulations - "Minimising food related choking in ECE" 2021 Regulations.

These requirements do not apply to food that whānau provide

Kaiako must ensure whānau are aware of these guidelines and acknowledge they have received a copy and understand them.

Bottle & Breastfeeding Policy - Reviewed May 2020

HS23 Bottle feeding | Education in New Zealand

Purpose

To ensure the health, well-being and safety of tamariki is promoted and fostered.

To support and encourage breastfeeding.

Procedures

Mothers are encouraged and always welcome to breastfeed at the centre. Named and dated expressed milk can be stored safely in the refrigerator or freezer and heated when required. Breast milk will be heated with warm water. (If a mother wants to breastfeed at the centre an area will be provided for them)

Infants under the age of 6 months and other children unable to drink independently are held /supported in a semi-upright position when being fed.

Any infant milk given to tamariki under the age of 12 months must be provided by the parent. All kaiako will be familiar with and practice hygiene procedures.

All bottles must be sterilized before use. Whānau are to supply cleaned/sterilized bottles and formula each day. (These will go home with whānau at the end of day). All bottles and feed times are to be recorded including the amount of milk and actual times. (Information available to whānau at the end of each day). No tamariki will drink while in bed or when lying down.

Formula tins left at the centre must have a date that it was opened and discarded four weeks after the opening date.

If storage of made up formula brought by parents is necessary, it should only be kept in the refrigerator for a maximum of four hours past the time it is made up.

Sleeping Policy- Reviewed May 2020

Wellbeing | Mana atua - 1: Children experience an environment where their well-being is promoted.

Purpose

Each tamaiti will have their individual rhythms and routines around sleep/resting. Kaiako will endeavour to follow these in a relaxed and familiar environment in consultation with whānau, and in line with Ministry of Health and Ministry of Education guidelines.

Procedures

Tamariki will be supported into sleep routines by familiar kaiako in an unhurried manner, and monitored every 5 minutes to ensure their health and safety. Kaiako will check for warmth, breathing, colour, and general wellbeing, in line with first aid criteria for signs of life. Kaiako will monitor noise levels, ventilation and temperature, which will be set at 16 degrees as per Ministry of Education regulations.

Sleeping tamariki will be supervised at all times. A kaiako will be present in the room, or when this is not practical, checked no less frequently than every five minutes to ensure their health and safety. Sleep monitoring will be recorded on the sleep chart by Kaiako who is supervising the sleep area. The supervision chart will be completed and signed daily for parents/whānau to view.

Tamariki will have their own sleeping space and bed linen.

Pillows under heads will not be used for under 1 year olds. For tamariki over 1 year old a pillow may be used in consultation with whānau and in accordance with Ministry of health guidelines.

Tamariki may sleep outside following the Ministry of Health guidelines, making sure that nothing covers their face or can choke them and that they are comfortable and have adequate shelter.

Babies may be slept in prams following Ministry of health recommendations for safe sleeping and in consultation with parents.

Tamariki will be provided with their own individual sleeping space and bed linen

Tamariki must not have access to food/drink (including bottles) while in bed.

In accordance with safe sleep practice Tamariki are not to be placed on their stomachs for sleeping.

Kaiako will consult with Whānau regarding the wearing of teething or cultural necklaces on sleeping tamariki.

Linen will be washed weekly or in between tamariki. Mattresses will be wiped with disinfectant after every use and aired weekly. Cot frames will be wiped with disinfectant weekly or in between tamariki. Soiled mattresses will be sprayed with bleach and then wiped with warm water and then aired outdoors (where practical).

Kaiako will follow cultural protocols around sleeping. Where practicable tamariki will be slept head to head or feet to feet. Tamariki and Kaiako are encouraged not to stand on pillows and to walk around bedding rather than over the top.

Mattresses will be waterproof and replaced immediately if they are torn or have holes.

Ministry of Health guidelines for safe sleeping of babies and toddlers

Bedding and tamariki are safe when:

- Cots have firm and flat mattress to keep baby's airways open
- there are no gaps between the bed frame and the mattress that could trap or wedge pepe
- the gaps between the bars of the cot are between 50 mm and 95 mm
- there is nothing in the bed that might cover pepe's face, lift their head or choke them – no pillows, toys, loose bedding, bumper pads or necklaces (including amber beads and 'teething' necklaces)
- they sleep on their back to keep their airways clear
- they have someone looking after them who is alert to their needs and free from alcohol or drugs
- they have clothing and bedding that keep them at a comfortable temperature

Supervision Policy - Reviewed May 2020

Wellbeing / Mana atua 3: Children experience an environment where they are kept safe from harm

Purpose

To ensure physical and emotional safety of kaiako and tamariki at all times

Procedures

- Ratios will always comply with or be better than Ministry of Education licensing requirements (including excursions and outings).
- At least one kaiako with current first aid certificate to be present at all times.
- All kaiako will be familiar with emergency procedures.
- A minimum of two kaiako (during licensing hours) on the premises at all times.
- A minimum of two kaiako to accompany tamariki on outings except when approved by the person responsible, in specific circumstances where the ratio will be 1:6 over two e.g. short walks in public areas.
- One kaiako to have overall responsibility for toileting and changing tamariki. Kaiako will inform each other when toileting or changing tamariki and doors will be kept open.
- One kaiako to have overall responsibility for infants and toddlers.
- A kaiako must be in close proximity when tamariki are eating and know how to respond to choking or an adverse reaction.
- A kaiako must be in close proximity when playing with water or ropes,
- No tamariki will be left unsupervised. Kaiako should **scan** the environment while working alongside tamariki.
- Kaiako will consider numbers of tamariki in each area and communicate to ensure that there is always adequate supervision.
- Kaiako should wear a whistle if required to ensure safe supervision.
- All breaks are to be rostered to ensure that ratios are complied with.
- Kaiako and tamariki relationships will be considered before undertaking excursions and outings.

Sun Protection Policy - Reviewed May 2020

Wellbeing | Mana atua- Goal 3: Children experience an environment where their health is promoted

Purpose

To provide safety guidelines for whānau tamariki and kaiako, as we spend considerable time in outdoor settings.

To promote a safe and healthy environment and ongoing education for kaiako and tamariki on the effects and dangers of overexposure to the sun.

Procedure

- When playing/working outside tamariki and kaiako must wear sun-hats.
- UV levels will be checked daily using Sunsmart, MetService or uv2Day app.
- Promote sun safety education, especially during the summer months.
- Tamariki will be included in discussions on ways to keep sunsafe.
- Whānau should bring a suitable named hat for tamariki. Hats that provide cover for the face and neck are preferable. (See picture). Play and Learn will provide a  limited amount of spares.
- In hot sunny weather UV clothing is recommended for daily use.
- Whānau should notify kaiako if tamariki have allergies and supply their own if our sunscreen is not suitable.
- Tamariki who remove or choose not to wear their hats will be asked to play inside or in a shaded area.
- During terms 2 and 4, a broad spectrum, water resistant sunscreen with an SPF of at least 30+ is supplied and applied twice a day. This is monitored by kaiako when the UV is above 3 or 10am whichever is earlier, and other times considered necessary. You may wish to provide your own sunscreen.
- Sunscreen should be applied 15 - 20 minutes before exposure to the sun and reapplied every two hours and directly after swimming
- Activities will be planned to avoid prolonged periods outdoors during the hottest part of the day (peak UV times are 10am-4pm)
- The Cancer Society of New Zealand recommends holding programme excursions early in the day to cut down the exposure to UV radiation.
- In hot weather, plan for excursion venues where adequate shade is available.
- Sun-safe and shaded areas at the site will be utilised and children will have access to shaded play areas.
- Whānau will be informed on enrolment of the policy regarding sun-safety and encouraged to send children with appropriate clothing
- Drinking water must be available at all times. Monitoring of children's drink bottles will be undertaken by all kaiako
- Trees will be planted to provide shade

Privacy Act Compliance Policy - Reviewed May 2020

Code of professional responsibility: Commitment to the Teaching Profession, maintain public trust and confidence, demonstrate a high standard of professional behaviour and integrity

Purpose

To maintain the privacy of tamariki, whānau and kaiako
To ensure all proper procedures are in place and followed.

Introduction

The Privacy Act has far reaching implications regarding the collection, disclosure and storage of personal information. The Office of the Privacy Commissioner handles all queries and complaints where a person believes information about them has been passed on without their consent or authority. Employees must observe the intent of the legislation by keeping secure all records and information relating to individuals.

Procedures

No employee shall discuss any information whatsoever with another party without the express consent of the individual.

All information, records and written material will be stored out of sight of the general public at all times.

All requests from other services or parties for information will be referred to the team leader or manager who will advise on the correct procedure.

Employees will not pass on information verbally/informally to any other party about any individual of whom they have professional or personal knowledge.

All photographs taken or used by any person will comply with the ICT policy.

A privacy officer will be appointed - see management for details.

Any breach of the Privacy Act is a serious offence. Breaches will be investigated and any necessary actions will be taken by Management.

Assessment Policy - Reviewed May 2020

Assessment will be a mana-enhancing process for children, parents and whānau, conducted in ways that uphold the empowerment | whakamana principle.

Purpose

To provide relevant information that can be used to decide how best to improve the learning outcomes for tamariki. To plan programmes which reflect the Early Childhood Curriculum Te Whāriki based on the strengths and interests of groups and individual tamariki.

Procedures

Programme planning is based on strengths, interests and areas for development in consultation with whānau and tamariki.

- Kaiako will gather information through observation.
- Develop and implement a plan for learning.
- Reflect and evaluate the plan through discussion with tamariki, whānau and kaiako.
- Tamariki will each have a primary kaiako who will work to know tamariki well, to assess the strengths, interests and areas for development and oversee and maintain tamariki learning journey.
- The programme will incorporate individual plans but will focus on all tamariki.
- We will use narrative assessment to record observations and stories. Observations and stories will be linked to theory and a plan for tamariki. Observations will be discussed with whānau to ensure they are included in planning for tamariki.
- Whānau are encouraged to express thoughts and ideas in various ways including discussions and the use of parent voice forms, etc.
- There will be an opportunity for tamariki to assess their own work.
- All kaiako will participate in and contribute to the observation, assessment, and planning and evaluation process for all tamariki.
- Kaiako will regularly discuss, reflect and plan with tamariki. Planning will usually be based on tamariki strengths and interests.
- Kaiako will regularly discuss, reflect and evaluate the programme offered to tamariki.
- Students may contribute to tamariki Learning Journeys.
- Kaiako will keep up to date with the latest developments in tamariki assessment.

Learning Journeys and Storypark will be used as a record of learning and assessment. They are available to tamariki and whānau at all times. Feel free to discuss these with your tamariki and with the primary caregiver. *Confidentiality will be observed and maintained by Kaiako*

Play Policy- Reviewed May 2020

All tamariki are intrinsically driven to play. Play is an inborn and natural activity, a behavioural imperative that has its roots in the evolutionary experience of mankind (*Play Wales*)

The United Nations “Recognises the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts” (UNCROC: article 31)

Play is a behaviour which is:

- Freely Chosen - that tamariki choose WHAT they do, themselves.
- Personally Directed - that tamariki choose HOW they do something.
- Intrinsically Motivated - that tamariki choose WHY they do something:
- Performed for no external goal or reward.

Purpose

Play is a child’s first hand learning, undertaken by trial and error. Through play tamariki develop;

- Neurological foundations enabling problem solving, language and creativity
- How to relate with others
- How to calibrate their muscles and bodies and how to think in abstract terms.
- Social skills such as rules, communication, negotiation and listening (skills).
- Skills and attitudes about themselves, others and their world.

Through the freedom, choice, control, and experience they learn;

- about themselves and how to interact with others and their environment, including the natural world
- physical, social, mental, emotional and creative skills which are critical to the creation of self-esteem and confidence. These skills encourage emotional intelligence, or “soft skills”, an (increasingly) important attribute for successful functioning (in the 21st century)
- enriched play experiences are crucial, these have lasting effects on later cognitive development and the capacity to think and process information

Procedures

Operate a democratic child led play programme.

Recognise tamariki as competent and capable, in contrast to vulnerable or cute.

Kaiako and Tamariki have a voice and influence plans, goals, policies, activities, rules and the programme. (This does not mean a “free for all”). Everyone, including tamariki, must respect the rights of others and their environment.

Everyone has the right to;

- Express and influence their preferences, ideas, reasons and the programme
- Express their views and influence rules and policy (about health and safety, behavioural management, play, games etc.)

Environment

The environment is maintained to support play, it is an essential for rich experiences.

Tamariki begin to understand themselves and to respect, create and make sense of their geographical world, together with the significance of being a citizen of their own, and the wider community. Kaiako plan a safe realistic play environment which:

- provides invitations and provocations for tamariki
- it stimulates the senses, through music, sounds, tastes, smells, colours, and different textures.
- engages with the natural world including direct experience and opportunities with fire, water, air and earth.
- provides a varied landscape and access to materials, tools, loose parts, challenge and safe risk taking. Opportunities for technology, construction and change.
- provides opportunities to explore and play with literacy, numeracy, science, engineering, art, and technology
- provides opportunities for tamariki to view themselves as autonomous, competent, confident and capable
- includes traditional knowledge, stories and local histories
- provides for autonomy, variety, creativity, challenge and safe risk taking
- provides for enjoyment, (choice,) ecstasy (joy) and a sense of freedom
- an appreciation, respect and appropriate use and understanding of different spaces
- testing and trying out ideas or concepts with language with each other, and the wider world.
- providing a safe place where emotions can be experienced and understood. Where slowing down, time and space are seen as part of that safe place.
- provides space for practice at emotional flexibility through surprise and the unforeseen
- opportunities to play with their identity, and to see this as valued, i.e., who they are and what they look like, and with the concept of identity in Aotearoa/New Zealand

Aggressive/rough and tumble/superhero play develops alertness and imaginative responses while learning to be observant and study other children, to identify strategies. Tamariki understand that play has structure and rules, which they recognise when created by themselves. They use their imagination to explore moral values and dilemmas to establish what they and others perceive as right and wrong. They learn to set and comply with rules.

Kaiako will ensure all feelings and ideas can be safely expressed. They

- Ensure safety practices and strategies are in place and where tamariki do not wish to be included in this type of play are kept safe.
- Aggressive toys such as guns and swords should be left at home.
- If tamariki choose aggressive types of play, they are aware of the strict rules around safe play - kaiako may intervene if play becomes unsafe.
- Whānau will be informed and behaviour guidance techniques discussed if their child is frequently displaying aggressive behaviour.
- Place safe limits on aggressive play (either physical or verbal) to ensure a safe environment for all tamariki.

Sex Play can be “normal” for some children, it involves children touching, pointing and naming parts of the body. “Normal” age appropriate play includes.

Two and three year olds may:

- Show interest in the different positions adopted by boys and girls while urinating. Talk about the differences between sexes especially the different positions for urinating. Attempt to urinate standing up (girls).
- Masturbate
- Be interested in the differences between the sexes
- Learn to name body parts
- Not want anyone to touch their buttocks

A four year old may:

- Be extremely conscious of the navel
- Under social stress, hold genitals and need to urinate
- Play the game of “show”
- Be very interested in other people’s toilets
- Call others names related to toileting, and make jokes related to toileting
- Masturbate
- Demand privacy for self, but be interested in the toilet behaviour of others
- Be inquisitive about each other’s bodies.

Kaiako be aware and observe and discuss instances of frequent or inappropriate sex play. Whānau will be notified of any inappropriate sex play involving their child.

Physical Activity Policy - Reviewed May 2020

Purpose

To promote the benefits of physical activities and to ensure tamariki experience safe physical activity in all dimensions of play.

To provide ongoing education for kaiako/whānau and tamariki about the benefits of being physically active.

To encourage an enjoyment of movement and physical activity.

Tamariki moving confidently and challenging themselves physically

Procedure

Outdoor areas will be available to all tamariki at all practical times.

Physical activities will be available to tamariki at all times.

Appropriate equipment will be provided.

Resources will be well maintained e.g. climbing equipment.

As part of the daily programme there will be planned and spontaneous opportunities provided to develop:

- general stamina and fitness
- gross motor skills
- throwing and catching skills
- eye/hand coordination
- balance
- challenge
- locomotor/non-locomotor movement
- midline exercises
- sensory

Where possible tamariki will have the opportunity to participate in swimming lessons. Preference will be given to tamariki who attend four or more days a week.

Tamariki will have regular opportunities to participate in physically active excursions/hikoi.

Tamariki will be supported to develop an understanding that skills and knowledge can be built up and used in a variety of places, forest and beyond.

Tamariki will have the opportunity to increase their level of physical fitness and stamina.

Funds will be allocated for the purchase of resources for physical activity and professional development for staff.

Excursions and Outings Policy - Reviewed May 2020

Belonging / Mana whenua- Children and their whānau experience an environment where connecting links with whānau and the wider world are affirmed and extended.

Exploration / Mana aotūroa -The child learns through active exploration of the environment.

Purpose

To provide important experiences where tamariki learn to;

- have significant experiences and play in the local and wider community
- develop citizenship - know, respect and understand the wider world,
- develop relationships with others, the environment and with place
- develop senses and understanding of the wider world and their place in it
- develop capabilities and take responsibility for thinking and learning and caring for themselves and others.
- learn to keep themselves, and others, safe
- provide procedures and ensure that all kaiako/parents/whānau are kept safe and understand and comply with MOE regulations.

Minimum Ratios 1 adult to 6 children – over 2's (or 2 - 20)
1 adult to 5 children – under 2's

In vehicle 1 adult to 6 children

Procedures

- A risk/benefit analysis and safety plan will be completed before traveling to any destination. This includes an Emergency Plan with emergency procedures to keep tamariki/kaiako safe, e.g. - 111 Ambulance, Fire, Police, and procedures for contacting whānau /centre/management.
- Parents/whānau will be consulted and signed permission will be required, including viewing and understanding the risk analysis, ratios, date, times, place and permission to travel in a motor vehicle (if required) plus any additional information pertaining to the excursion before the excursion takes place.
- Whānau are always welcome to participate, - discuss with kaiako in advance.
- Two adults usually accompany all outings (except in specific circumstances).
- Whānau must update kaiako of any known medical conditions or concerns, including allergies, eczema, asthma etc. All medications and plans must be taken on excursions.
- Whānau must be aware that significant experiences in the outdoors may include climbing (hills and trees), sliding, running, mud and outdoor play in all weathers.
- Person Responsible must give permission before excursions take place.
- A Person Responsible must remain at the centre.
- Persons with a full First Aid certificate must accompany all excursions
- A person with a full First Aid certificate must remain at the centre.
- Permission/ratios/ risk analysis may be given on enrolment for local walks etc.
- Any vehicle used must have current registration and warrant of fitness and be driven by a NZ licensed driver who will abide by all traffic regulations.
- Kaiako must undertake Play and Learn driver training before driving a Play and Learn vehicle
- All children must be secured in an approved car restraint.
- T-shirts, vests, or other Play and Learn identification/contact numbers will be worn.

- Mobile phone (with contacts), medication, first aid kit, whistle, emergency and hygiene supplies, appropriate to the destination must be taken.
- Emergency drills will be practised regularly as per plans of the designated excursion.
- A roll of participating tamariki/kaiako/whānau will be taken on each excursion. Names will be recorded on the roll, as well as taken on excursion.
- Head counts will be taken at regular intervals.
- In the event of any problem situation, accident or illness kaiako will always ensure the safety of tamariki first, assess the situation, and then implement the safety plan which includes contacting whānau / service/management.

Community Walks

To provide opportunities for tamariki to get to know the community through local walks and visits to parks.
To practice road safety and develop stamina, physical skills and hazard awareness.

Permission may be given on enrolment

Minimum ratios - 1 kaiako to 6 tamariki or 2 kaiako up to 20 tamariki — over 2's
1 kaiako to 3 tamariki or 2 kaiako up to 10 tamariki — under 2's

Environmental Policy- Reviewed May 2020

Belonging | Mana whenua - Goal 3: Taking part in caring for this place

Purpose

To recognise the importance of caring for the environment and our world.

To encourage tamariki to be immersed, respect and involved in our local and wider community.

To develop respect for the environment making it a better place in which to live.

If we want tamariki to “save the world” they must first learn to love it and respect it.

Procedures

- Tamariki will be involved as much as possible in the procedures and practices for caring for the environment.
- When on walks, trips and outings we will discuss and respect the environment including flora and fauna. We will ensure our opportunities include the ‘wonder’ that nature has to offer.
- Collect litter – care will be taken to ensure health and safety, wearing gloves.
- We will support whānau who wish to use cloth nappies.
- To reduce power usage, we will employ strategies such as turning off lights when not in use, installing eco light bulbs and turning off computers at night.
- To reduce paper waste, we will employ strategies such as reusing non-confidential office paper for art purposes, shred paper for pets and accept kind donations of paper/cardboard to reuse.
- Recycled and reusable materials will be included within all programme e.g. art, carpentry, outdoor play etc.
- When replacing resources we will use second hand where possible, or resources, which support our environmental and sustainable practices.
- Information about our environmental practices will be shared with whānau through noticeboards, e-mails, workshops and newsletters as well as through our daily conversations.
- Waste will be sorted to reduce the amount going to landfill such as reusing, composting, soft plastic recycling, recycling etc.

Animals Policy- Reviewed May 2020

Exploration / Mana aotūroa 4: Children experience an environment where they develop working theories for making sense of the natural, social, physical, and material worlds 2: Children experience an environment where their emotional well-being is nurtured. 3: Children experience an environment where they are kept safe from harm

Purpose: To ensure the well-being of tamariki, and the respectful care of animals. To ensure kaiako/whānau /tamariki are kept safe. To ensure tamariki make connections to and respect for the wider and non-human world

Procedures

- Discuss safety and humane procedures with tamariki
- Provide support and comfort to tamariki who may be wary or frightened
- Always wash hands after handling animals
- On Excursions: Do not approach animals unless they are known to you, or you have the owner's permission. If a dog approaches, stand still with eyes down. Kaiako needs to recognise if tamariki are frightened and keep closer, giving reassurance

Animals in a programme

Any animals kept, will be with agreement of, and be the responsibility of the Team. All persons in contact with animals must use appropriate hygiene procedures

- All animals will be treated humanely
- Animals brought at drop off or collection times should be safe and restrained
- Tamariki are encouraged to take part in feeding and other safe caring routines.
- All animals will be kept in a hygienic and humane condition and checked daily.
- All cages, pens, tanks etc. will be kept clean and hygienic. Food/water checked
- Dogs must be able to be restrained if necessary
- Respect animals (including bugs, insects etc.) freedom from: thirst, hunger, and malnutrition (including weekends and holidays), discomfort and lack of shelter (by being provided with appropriate cages or containers that are properly ventilated and hygienic and not exposed to extremes of noise, draughts, and sunlight), injury, disease, and parasite infestation (by prevention or rapid diagnosis and treatment).
- Diseased or injured animals will be treated promptly and will not be kept at centres until they have recovered. If this is not feasible, they will be humanely destroyed.
- Freedom from distress (through proper care and handling).
- Freedom to display their normal patterns of behaviour

<http://scienceonline.tki.org.nz/Teaching-science/Ethics/Caring-for-Animals/The-law/Policy-on-animals-for-CE-centres-and-schools>

Inclusion Policy - Reviewed May 2020

Te Whāriki is an inclusive curriculum – a curriculum for all children. Inclusion encompasses gender and ethnicity, diversity of ability and learning needs, family structure and values, socio-economic status and religion

Purpose

To cater for individual and differing needs of tamariki and their whānau.

Procedures

If tamariki have a known special requirement this should be discussed before admission.

- Observation and factual information will be discussed with whānau and specialist services contacted if it is decided the tamaiti would benefit from these.
- Guidance and information may be sought from specialist services and/or others where appropriate. Kaiako will maintain confidentiality of records, and whānau permission will be sought before passing on information to other agencies.
- Whānau will be consulted and involved in all decision making about tamariki.
- Kaiako will work with specialist providers to provide individual programmes for tamariki, if appropriate.
- Every opportunity will be given for tamariki to access all curriculum areas and interact with other tamariki.
- Resources and specialist books, pamphlets etc. will be made available to all tamariki.
- Kaiako will liaise with all appropriate services/agencies if the tamariki moves away.

Note

Although we have an inclusive policy we may not always be able to accept all enrolments of tamariki with special requirements. Decisions regarding this will be made in consultation with kaiako, management and GSE.

Nature School/Kindergarten Policy - Reviewed May 2020

Strand 2 - Belonging | Mana whenua: Making connections between people, places and things in their world | te waihangā hononga

Purpose: Through an excursion:

- Provide outdoor experiences where tamariki learn to know themselves, respect the environment, assess and take manageable risks and foster strong relationships with others and with place.
- Reflect the core values of Māori, such as kotahitanga, kaitiakitanga, mauritanga, wairuatanga, oranga, manaakitanga, whānau ngatanga, mātauranga, rangatiratanga, akonga, tuakana/teina relationships, mahitahi, into the programme.
- Provide significant opportunities where tamariki can be themselves; to run fast, climb trees, make huts, and play in mud etc - to learn through all their senses. Wild and natural spaces have profound effects on physical, mental health and wellbeing. Outdoor spaces provide exceptional opportunities for brain development, creativity, persistence, observation and many social skills which are essential for life.

Procedures: The setting is in a natural area - tamariki/kaiako know and understand that different rules apply. Tamariki/kaiako become familiar with the environment and are aware of the boundaries, risks and challenges. All Government Regulations, permission, and Play and Learn policies and procedures must be adhered to. A person responsible must take responsibility for staffing and safety.

Kaiako will work cooperatively and ensure they:

- have a current first aid certificate.
- are familiar with and adhere to Play and Learn policies and procedures for outdoor education, including meeting with tamariki about ways of keeping ourselves safe; discussion on rules, hazards, out of zone areas, toileting etc.
- undertake Nature Programme induction focusing on philosophy and safety prior to working with tamariki. Undertake Play and Learn Nature development/training.
- always ensure there is a means of communication between kaiako.
- always ensure appropriate supervision of tamariki e.g. close supervision until the tamariki are familiar with the location. Tamariki must be in sight or in hearing distance at all times. Kaiako must be able to see or hear tamariki at all times.
- keep all groups within ratio. For safety and supervision, groups should be less than a five minute walk, and be in constant communication.
- identify hazards and discuss with tamariki on each occasion, including all risks, hazards/benefits/cultural considerations (**particularly hidden hazards**), isolate, minimize or eliminate, then record. New hazards will be noted on risk analysis.
- accident/emergency procedures and plans must be practiced regularly, including meeting points, whistle drills, and what to do in the event of an accident/emergency or evacuation.
- kaiako must carry a whistle on them at all times in case of emergencies.
- be prepared and plan for; emergency/emergency supplies, first aid kit, hygiene supplies, whistle, walkie talkies, cell phone coverage, contact information (whānau, management etc.), weather, equipment, roll of tamariki and know individual and personalities etc., beforehand.

Whānau should:

- understand and be aware of the types of activities that tamariki will be participating in. Kaiako will discuss the risks/benefits beforehand and show examples of (photos, video etc.) of the types of activities that will be undertaken.
- view the risk/benefit analysis and give written permission to participate in these activities beforehand.
- have opportunities to stay with tamariki until settled.
- have opportunities to view Facebook, Storypark etc., to understand daily programmes.
- communicate and discuss with kaiako, about any part of the programme they are uncomfortable with.
- understand the policy, whilst participating in the Nature Kindergarten Programme.

Risk and Benefits Policy- Reviewed May 2020

Te Whāriki

Children are valued as active learners who choose, plan, and challenge. (p17)

The curriculum reflects the holistic way tamariki learn and grow. *Principle 1 Empowerment / Whakamana Exploration/ Mana aotūroa - Goal 4:* Tamariki experience an environment where they develop working theories for making sense of the natural, social, physical and material worlds.

Purpose

It is vital for tamariki to develop good judgment, persistence, courage, resilience and self-confidence.

An element of risk is an essential part of children's development through play. The reasons (benefits) give the context from which to judge the risk. Benefits must be great enough to warrant the associated level of risk and be maximised without creating unnecessary risk

Kaiako and tamariki must carefully plan and analyse the risks and the benefits in the environment then take the appropriate action.

All environments must be safe, but also stimulating with appropriate opportunities for tamariki to assess and take risks.

Procedure – excursions

Risk/benefit promotes a balanced approach to managing risk in children's play the goal is not to eliminate risk, but to weigh up the risks and the benefits.

A risk/benefit analysis must be completed before any excursion. Whānau must view and give written permission that they agree to this, including kaiako/tamariki ratios.

An onsite risk/benefit check must also be completed upon arrival at each destination taking into consideration the people involved, the activities planned and the group dynamics. Tamariki will be included in the daily environment and activity checks.

Hidden and nonphysical hazards (e.g. emotional) must also be considered.

Kaiako should consider ways to minimise risk without losing major benefits

Risks and hazards will be examined against the severity of harm and appropriate action taken – Remove, Isolate, and Minimise.

There should be opportunities for reasonable risk-taking depending on the age/development and dynamics of the group.

The programme will plan to enable active learning (rather than disable).

The programme will plan for tamariki to develop and understand their own abilities and their relationship with the others in the group and the world around them.

All kaiako in the team will accept responsibility for the risk/benefit decisions.

Information Communication Technology (ICT) Policy- Reviewed May 2020

Wellbeing / Mana atua. Children, whānau and employees experience an environment where they are kept safe from harm.

Purpose

To maximise the benefits of Information Communication Technology (ICT) which support learning, and inform whānau, while minimising and managing the risks.

To maintain a safe physical and emotional environment through safe guidance.

To ensure that kaiako, whānau and tamariki have access to ICT opportunities in safe professional ways.

To respect the professional relationship between kaiako, whānau, tamariki and others.

Procedures

- All kaiako, students and volunteers will sign an agreement before they use ICT equipment. No individual may use ICT facilities/equipment in any circumstances unless the appropriate agreement has been signed.
- Kaiako are to ensure consent has been agreed to and signed by whānau (usually upon enrolment), before any image of tamariki is displayed or shared on closed Facebook groups, Storypark or any other publication.
- Tamariki will be actively supervised by kaiako when using ICT equipment ensuring they are not exposed or give access to any inappropriate, dangerous or objectionable material, such as that of an explicitly sexual or violent nature.
- Management has the right to monitor, access and review all use of ICT, including but not limited to, all videos, photographs and emails. They reserve the right to use filtering or monitoring software and to restrict access to certain sites and data.
- The use of devices for personal use during work hours is ONLY acceptable in cases of urgency or before and after working hours or during your break.
- If personal phones are used as part of the programme items (photos, recordings) must be downloaded and then deleted within 24 hours.
- All individual data/documentation/photos, (except for MOE data or Storypark) must be deleted after a child leaves, unless stored for a specific purpose.
- Whānau taking personal photos/videos which include tamariki other than their own, should treat these with respect and not upload these to publicly accessible websites such as Facebook etc. unless permission is granted from each person within them.
- ICT equipment is only permitted for the purpose of adding value to tamariki learning, Permission from team leader is required before taking ICT off site.
- Issues relating to confidentiality will be subject to the Privacy Act 1993, for example, no photos or documentation will be used without consent or for any purpose other than which they were gathered.
- The safety of children and families is paramount – any breach of cyber safety will be taken seriously. For serious breaches, advice from outside agencies will be sought.

- No kaiako or adult shall use, discuss any sites, apps, social media, books that involve inappropriate material, including and not limited to child or adult pornographic, inappropriate behaviour including swearing, discrimination, violence and sexual. Kaiako engaging in any material of a R16 and above nature, maybe subject to disciplinary action

Important Terms Used

Cyber safety refers to the safe and responsible use of the Internet and ICT equipment/devices, including mobile phones.

The term ICT equipment/devices, includes but is not limited to, computers (such as desktops, laptops, tablets), internet access facilities, storage devices (such as USB and flash memory devices, etc), cameras (such as video, digital, webcams), all types of mobile phones, video and audio players/receivers, portable devices and any other, similar technologies as they come into use.

Policy on screen time - Reviewed May 2020

Exploration / Mana aotūroa Tamariki learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.

Purpose

To create awareness and support the health and wellbeing of tamariki

To follow best practice recommendations on screen time.

To respect the importance of verbal communication between tamariki and kaiako.

Procedures

Tamariki under 2 will not have screen time.

For tamariki aged 2 and over, less than 1-hour screen time per week.

Screen use will be limited to activities that are connected to the programme.

We will not allow devices etc. to be left on as background noise.

We will not offer screen time as a reward.

Devices such as iPads and mobile phones may be used for recording learning and communication and used for educational purposes rather than entertainment.

Personal mobile phones will be limited to break times and emergencies –not on the floor while working with tamariki.

Whānau will be asked not to use mobile devices during drop-off and collection times.

Social Media Policy- Reviewed May 2020

Wellbeing | Mana atua 3: Children experience an environment where they are kept safe from harm.

Belonging | Mana whenua4: Children and their whānau experience an environment where they know the limits and boundaries of acceptable behaviour.

Our Code Our Standards- Commitment to Learners: Kaiako will work in promoting the well-being of learners and protecting them from harm.

Purpose

Social media, when used appropriately, can be an excellent tool to broaden and increase opportunities for communication with tamariki, whānau and wider community

To maximise the benefits of social media to support learning and to inform whānau, while minimising and managing privacy and risks.

To maintain a safe environment through setting expectations and guidance.

Kaiako will have access to and use social media to communicate with whānau and to extend, support and promote learning.

Procedure

- Kaiako will comply with the professional conduct codes and maintain a professional status when interacting with parents on social networking sites
- Social media for personal use will be only used during agreed break times.
- Permission is sought on enrolment for the use of digital images for the, Facebook pages and on digital portfolios such as Storypark.
- All other photos or videos taken or posted, must have signed permission and be for educational and lawful purposes.
- Kaiako will recognise the privacy of their colleagues and will seek consent before using images of them on social networking sites.
- Whānau taking personal photos/videos which include tamariki other than their own, should be respectfully asked to refrain from taking digital images etc, unless permission is granted from each person involved.
- Any person other than authorised people (kaiako) will not take digital images of tamariki while on Play and Learn premises unless the permission of that tamaiti is gained.
- When on excursions Kaiako should respectfully ask the general public to refrain from taking photos and videos of tamariki
- Issues relating to confidentiality will be subject to the Privacy Act 1993

Smoke, drug, vape and alcohol free policy- Reviewed May 2021

Wellbeing / Mana atua 1: Children experience an environment where their health is promoted. To comply with the Children's act 2014

Purpose

Children experience a healthy environment

To promote healthy living and good habits

Comply with the Smoke the Free Environments Act, 1990

Procedures

- All property, vehicles and programmes (including excursions and nature programmes) are smoke, vape, alcohol and illegal substance free environments.
- No person consumes, uses, or is under the influence of, alcohol or any other substance that has a detrimental effect on their functioning or behaviour, shall attend during the service's hours of operation.
- No smoking or vaping is permitted on the premises, including car parks, or anywhere in the view of tamariki.
- Smoke/vape free signage will be displayed in buildings, vehicles and car parks.
- If kaiako smoke or vape (off the premises) they must wash their hands and freshen their clothes and breath before working with tamariki.
- Any person smoking/vaping will be required to extinguish, or be asked to leave.
- Noticeable intoxicated parents will not be permitted to collect children – an emergency contact will be contacted.

This policy will be reviewed annually and comply with the Smoke - Free Environments Act, 1990.

Transition to School Policy- Reviewed May 2020

Children, parents, and whānau will experience transitions to and within early childhood services, and later from early childhood education to school or Kura. Te Whāriki, pg. 51

Purpose

To ensure a smooth transition from the centre to school and to assist tamariki and their whānau to settle quickly and enjoy the transition to school. Whānau are advised that tamariki are legally required to start school by age 6, and are welcome to stay at the centre until then.

Procedures

In order to facilitate a smooth transition kaiako will liaise with parents/whānau and local school as to the most practical ways of achieving this which may include

- Engage tamariki in conversation about the transition to their schools.
- Organising and planning of regular school visits for tamariki.
- Assisting parents/whānau with information about schools (including booklet about transition to school).
- School being portrayed in a positive manner.
- Reading books/stories about school to children.
- Encouraging early literacy/numeracy skills.
- Discussing with tamariki basic school routines.
- Encouraging tamariki to explore basic skills e.g., recognising name, colours, shapes, use of pencils, scissors etc. according to their interests. Tamariki are actively encouraged to be responsible for their own belongings, lunch boxes etc.
- Encouraging independence and self-help/self-care skills in tamariki e.g. blowing noses, putting on own coat/shoes and toileting etc.
- Children learning to follow directions
- Children learn to work in groups and develop good communication skills.
- In centre displays of Tamariki School and

The most important factor is the child's and the parents/whānau relationship to the experience.

Much of the groundwork will have been done. Our tamariki are very good at listening and following directions. They will have been talked with, and read to, worked in groups with other children and have had the opportunity to experience many stimulating activities.

Many schools operate an enrolment scheme. Parents/whānau should enquire at the school prior to October the year before their child turns 5, as to enrolment procedures and zoning.

Most schools provide for pre-entry visits, parents/whānau should talk with the school to arrange these. We will assist where necessary.

Fire Making Policy- Reviewed May 2020

Exploration | Mana aotūroa -Tamariki will explore and investigate properties of materials within each context of learning.

Purpose

Gain direct practical experience with the elements of earth, air, fire and water.

To ensure that everyone understands was to kept safe and follow safe procedures

Procedures

- Make sure the first aid kit is suitable for burn treatment
- Have water available before lighting the fire
- Discuss fire making rules and safety procedures with tamariki
- Keep all fire making equipment away from and inaccessible to tamariki
- If there is a fire pit on site always use it
- Select a site that is away from overhanging trees
- Clear the area of trip hazards and other debris
- Create a fire circle of 2 metres around the fire pit
- Clear the area for the fire pit of leaf litter and make sure the fire pit is on non-flammable material. e.g. Clay, stony soil or muddy brown soil
- If using fire at the centres ensure the equipment used is safe and stable e.g. barbeques or braziers.
- Keep fuel for the fire outside the fire circle
- Fire making equipment must be kept away from the fire when fire is lit e.g. matches or fire lighter
- Make sure the fire is of a small and manageable size
- 1 adult inside the fire circle when the fire is lit and the other supervising the children
- Children are not to be inside the fire circle unless with an adult and then only 1 child at a time.
- When making or cooking on the fire adopt a one-legged kneeling position to avoid overbalancing and tipping forward.
- After the fire activity make sure the embers are spread and doused with water until completely out and cold
- All adults must be familiar with burn treatment first aid

Complaints Policy- Reviewed May 2021

Principle 4 Relationships | Ngā hononga

Parents and whānau trust that their ECE service will provide an environment where respectful relationships, encouragement, warmth and acceptance are the norm.

Purpose

To establish a process for formal and informal resolution of concerns and complaints.

Procedures

In all cases;

- Respect the need for confidentiality.
- Listen to the complaint and respond in a professional, factual manner.
- All enquiries, concerns, complaints about an employee, something that is happening at the service or on an excursion, or issues of non-compliance, should if possible, be discussed with the team leader in the first instance to see if the problem can be solved informally.
- If a solution is not found through informal discussion then a formal letter of complaint should be sent the licensee, Jan Beatson jan@playandlearn.net.nz or P.O. Box 203 002, Waiau Pa 2345) - this should be factual and specific.
- Management will acknowledge in writing that the complaint has been received.
- Management will undertake an investigation into the complaint ensuring all parties concerned are consulted. and respond in writing within a reasonable time as to the decision

*Any whānau who **if not happy with the response taken the complainant may further address their concerns to the Ministry of Education.***

Auckland 09 632 9400

Dunedin 03 471 5200

Go to www.lead.ece.govt.nz for details of your local area office.

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