

NGAIO CHILDCARE CENTRE INC Policies



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NGAIO CHILDCARE CENTRE INC.

POLICY 1: SETTLING AND TRANSITIONS POLICY

TE WHĀRIKI:

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

Ref. : Education (Early Childhood Services) Regulations 2008, Reg. 43(a)(ii), Criteria C12.

RATIONALE:

To ensure that children and their families feel welcome and comfortable with Centre routines and teachers.

PROCEDURE:

Enrolment:

- When offering a place for a child the administrator will inform parents about enrolment, settling in process and highlight the importance to arrange visits prior to their child starting.
- Invite parent / whānau and child to visit the centre to get officially enrolled and introduced to the teachers, the centre environment and routines.
- Information about the Centre is available on the Ngaio Childcare Centre website which parents/whānau will be encouraged to read before starting at the Centre.
- Ask the parent / whānau to bring the child's Immunisation Certificate and their birth certificate/passport on a visit before the starting date. If the child is not immunised, ask for a written statement and place it in the child's file.

Introduction:

- The administrator is to continue having responsibility for the enrolment and sharing important information about the centre, finances, invoices and fee payments, parent involvement (committee, parent help and working bees), Story Park, technology permissions and their involvement and contributions.
- All new parents / whānau are expected to fill in an enrolment form prior to starting at the Centre. Make sure that the enrolment form is completed and signed, and ask to sight and photocopy the child's immunisation certificate and Identification Documentation.
- Explain to the parent/whānau about our philosophy, programme and daily routines.

- Explain that the centre's emergency plan and policies and procedures are available to them.
- Ask the parent about whether their child has any learning/health needs and explain about the centre's Healthy Food policy and allergy friendly food.
- Explain the requirement to have written permission for any person collecting the child.
- Encourage the parent / whānau to ask any questions they may have.
- The administrator is to show parents around the centre and introduce child and parents to teachers and share information about the role of key teacher.
- The administrator is to arrange for parents to visit on the day when key teacher works.
- The administrator is to let parents know that all information about the child and settling in must be shared with key teacher who will be in charge of child's settling in process.
- Parents will be encouraged to share information about their child on a 'Me' form to help with the settling process. The 'Me' form will be added to the centre's settling book.

Visits and Settling:

- During visits the key teacher will go through the process of signing on and off the daily roll, locker numbers and the parent help roster. Remind the parent / whānau of the things the child needs to bring and explain our Sunsmart policy about sunhats and sunscreen during terms 1 and 4.
- Key teacher, or the teacher responsible, is to share information with parents about the settling in process, daily routine and tasks (meal and mat times, nappy changes, spare clothing, comfort toys etc.) The key teacher/teacher responsible shares with the parents about how they can contribute to their child's interests at the centre through feedback on Story Park.
- Key teacher is to direct any questions in regards to centre operation and administration (enrolment, change of days, fees) to the administrator.
- Key teacher is to make sure that all other teachers are kept informed about the visits, how the settling in is going and any concerns, or difficulties arising with the settling.

Approved by:

Date Approved: April 2019

Review Date: April 2021

NGAIO CHILDCARE CENTRE INC.

POLICY 3: ARRIVAL AND COLLECTION OF CHILDREN

TE WHAARIKI:

Belonging Goal 2: Children and their families experience an environment where they know they have a place.

REFERENCE: *Education (Early Childhood Services) Regulations 2008, Reg. 45 Criteria PF13.*

RATIONALE:

To have a safe, positive environment for every child during their arrival and departure.

PROCEDURE:

- Parents / whānau are responsible for their children while proceeding to and from the Centre, and outside session hours.
- Teacher's will be responsible for children from the time the parent/caregiver signs in, up to the time the parent/caregiver signs the child out.
- Parents / whānau, while on the premises, will be responsible for visiting siblings and any other child in their care.
- Whilst settling a new child, parents/whānau are responsible for their child/ren unless they are enrolled.
- On arrival, parents / whānau will sign the daily attendance register and notify teachers if their child will be picked up by someone unfamiliar to the centre, or phone in if their arrangements change during the session.
- Children will only be released to an authorised adult.
- A member of staff will greet every child and family, by name.
- A Teacher will be available at the end of the session to farewell each child and to discuss any matters that have arisen during the session.
- For emergency purposes, parents / whānau will fill out a form on enrolment including a list of adults and contact numbers to whom their child may be released. This list will be updated annually.
- On enrolment parents/whānau will be asked to provide a court order if a parent/guardian is forbidden by law to have contact with or access to the child.
- Children are to be left no earlier than 8.30am and collected no later than 1.30pm.
- We will enable the parent/whānau the right of entry at any time.

CHILDREN LEAVING THE CENTRE PREMISES UNACCOMPANIED

To avoid the likelihood of a child leaving the centre unaccompanied:

- Regular reminders to parent's e.g. through newsletters etc. not to allow unaccompanied children out the gate or encourage their own children to open the gate.
- The roll will be checked every session at morning tea time and at lunch time, or more regularly if the teachers are aware of a child that has a tendency to try to leave the premises is present.
- Taking special care when parents are dropping off and picking up children.

Procedure to follow if a child does leave the premises unaccompanied:

1. The teachers are to gather all children and sit on the mat.
2. One teacher is to carry out a thorough check of the entire premises including the outdoor shed, office, sleep room and bathroom.
3. If the child is not located then one teacher is to search extensively around the building and then report back to the other teachers.
4. The head teacher is to call for police assistance immediately by calling 111.
5. The head teacher is to call a local parent to ask for help to search for the missing child while two teachers remain with all other children.
6. One of the head teachers is to call parents/guardians as soon as possible.

Action to be taken once the child has been found:

- Reassure and comfort the child.
- The child is to remain with a teacher at all times until the parent arrives at the centre.

Follow up action required:

1. Immediately report the incident to the centre management committee.
2. Report incident in Accidents Folder.

Approved by:

Date Approved: April 2019

Review Date: April 2021

NGAIO CHILDCARE CENTRE INC.

POLICY 4: TRANSITION TO ANOTHER ECE CENTRE

REFERENCE: Education (Early Childhood Services) Regulations 2008, Reg. 43(b), Criteria C12.

RATIONALE:

Children and parents will be supported in the transition to another Educational Service to ensure this is a positive process.

Procedure:

- When a child is preparing to transition to another Educational Service, the teachers, if requested by the parent, will liaise with the parents, and the staff of the intended educational setting to facilitate the transition from Ngaio Childcare Centre.
- All information given to another Educational service or school will be approved by the child's parents. The privacy of the child will be respected. Story Park profiles can be shared with another Educational service or school, after which the child will be removed from NCC Story Park account.
- The centre will inform parents of relevant information about various Educational Providers in the community.
- The centre will work alongside the Ministry of Education's Early Intervention teams where applicable.

Approved by:

Date Approved: April 2019

Review Date: April 2021

NGAIO CHILDCARE CENTRE

POLICY 5: SOCIAL COMPETENCE

TE WHAARIKI:

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

Reference: Education (Early Childhood Centres) Regulations 2008 Reg 43, Criteria C10

RATIONALE:

We will provide a positive environment and ensure that every child attending the centre is nurtured in a holistic way. The feelings and beliefs of their parents/whānau will be considered to be very important.

PROCEDURE:

- The key teachers will get to know each of the children well through observations and discussion with their parents/whānau. Each child's individual needs will be recognised and as far as possible met.
- The teachers will use methods of guidance which are positive and that empower children to:
 - take responsibility for their own actions
 - learn to control their emotional impulses and
 - learn to respect each other.
- Teachers will treat the children with respect and dignity at all times and to be clear and consistent in their expectations and actions, relevant to the age and stages of individual children.
- The teachers will promote and support flexible routines and procedures to meet the needs of children and adults.
- The teachers have regular team meetings where positive guidance strategies will be discussed if necessary.
- Adults working alongside children will:
 - foster harmonious working relationships with other adults including parents/whānau and teachers;
 - model appropriate behaviour and relationships with other adults as well as with children; use the positive strategies in their approach to child guidance;
 - be consistent and reliable in their behaviour with children;
 - demonstrate empathy with children's feelings;
 - help children to recognise their feelings and to express them in appropriate ways;
 - have realistic expectations of what children at different stages can be expected to do or cope with;

- have a shared understanding about what is acceptable and what unacceptable behaviour is;
- encourage children to care for equipment, the environment, and other people;
- use the management of behaviour as an opportunity for learning appropriate social skills and for thinking about concepts such as consequences;
- use clear, simple, and friendly direction;
- consider mistakes as learning opportunities;
- be objective when assessing children's behaviour;
- consider the child's behaviour within the context of the environment.

POSITIVE GUIDANCE STRATEGIES

- Developmentally appropriate methods of behaviour management include:
 - reminding children of the rules and their rationale as needed;
 - letting children know when their behaviour is becoming unacceptable and what the consequences of continuing with that behaviour will be;
 - providing logical consequences when limits are broken, such as not being able to play in the sandpit after the sand has been thrown;
 - guiding and allowing children to resolve their own conflicts where appropriate.
- When handling a difficult behaviour:
 - anticipate – by knowing each child's pattern and needs;
 - ignore – the behaviour, not the child;
 - interrupt – to stop behaviour. Avoid using words 'no' and 'don't';
 - redirect – guide the child to another activity and/or use positive information about what you DO want the child to do, e.g. 'build with the blocks' rather than 'don't throw the blocks';
 - reinforce – using positive encouragement and attention for attempts and/or completion of the redirected activity.
 - physical restraint will only be used to stop a child from causing harm to themselves or others, and in exceptional circumstances where this has been agreed upon with parents/whānau, e.g. during the settling process.
 - in the case of having to deal with persistent inappropriate behaviour we will approach the parents/whānau and discuss strategies that are consistent with everyone across the setting.

Approved by:

Date Approved: April 2019

Review Date: April 2020

NGAIO CHILDCARE CENTRE INC.

POLICY No. 6: CHILD/TEACHER PROTECTION

TE WHAARIKI:

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

Regs: Education (Early Childhood Centres) Regulations 2008, Reg 46, Criteria HS31

RATIONALE:

All children are treated with dignity and respect and have the right to have their needs met and to be kept safe from harm.

PROCEDURE OF CHILD PROTECTION WHILE CHILDREN ARE UNDER CENTRE SUPERVISION:

- Centre Management will ensure all teachers are police checked during the appointment process to ensure that they have NO previous conviction for offences against children other relevant convictions e.g. drug or violence related. If the teacher is registered then this information can be found via the Education Council website.
- Teachers will not smack, hit or physically punish a child under any circumstances. Physical restraint will only be used to stop a child from causing harm to themselves or others, and in exceptional circumstances where this has been agreed upon with parents/whānau, e.g. such as during the settling process.
- Teachers will not use verbal or emotional abuse toward the children under any circumstances.
- If there are any allegations of abuse by a Ngaio Childcare Centre teacher, the authorities (Ministry of Education and or the police), will be informed immediately and the teacher will be suspended, with pay, while the matter is investigated.
- Teachers are to change children's nappies on the changing table, or the floor, where they are in view of others. If teachers are changing children's clothes in any area of the centre they are to inform another teacher that they are doing this.
- Relievers, student teachers and parent help are not to change nappies or toilet children unless specifically stated in the reliever's individual contract.
- All steps are taken to protect children from exposure to inappropriate material of a sexual or violent nature.

PROCEDURE IF CHILD ABUSE OUTSIDE THE CENTRE IS SUSPECTED:

- If a teacher has concerns about a child's physical or emotional safety, they will talk about their concerns with the Head Teacher.

- The Head Teacher will document all concerns on the concerns form in the medical file and the records of concerns will be kept confidential and locked in the filing cabinet.
- The Head Teacher will talk about minor concerns with parents / whānau and concerns will be recorded and locked in the filing cabinet.
- If child abuse is suspected, the Head Teacher should consult directly with the Chairperson before any official action is taken.
- If the Chairperson and Head Teacher decide that their concerns are not significant enough to report to the statutory authority, teachers should continue to monitor the child and document concerns.
- If, after making appropriate observations, suspicions or evidence of abuse is validated, these should then be reported to the Ministry for Vulnerable Children, Oranga Tamariki, and or the police.
- Any persons involved in the above process will keep any aspects of the case confidential. To provide support and reassurance to the persons involved, the appropriate support will be arranged.
- Teachers will maintain sensitive communication with parents/whānau at all times.

Approved by:

Date Approved: June 2018

Review Date: June 2019

NGAIO CHILDCARE CENTRE INC.

POLICY 7: UNWELL CHILD

TE WHAARIKI:

Well-being Goals 1 & 3: Children experience an environment where their health is promoted and they are kept safe from harm.

REFERENCE: Education (Early Childhood Services) Regulations 2008, Reg. 46(1)(b), Criteria HS26 Point 2

RATIONALE:

To ensure the child has the best possible environment for recovery and to minimise reoccurring illness. To ensure that other children and Teachers are not exposed to infectious diseases and conditions.

PROCEDURE:

- Any children suffering from an infectious condition must not attend the centre. For general conditions for exclusion see below.
- Parents / whānau are asked to keep the child at home and telephone the Ngaio Childcare Centre.
- If a child's health is in question during a session, the Head Teacher can decide if they are too unwell to be attending, and will contact the parents if deemed necessary.
- If Teachers suspect a child is infectious (please see 'School Exclusion' form in the kitchen, or visit <http://www.health.govt.nz/your-health/conditions-and-treatments/school-exclusion>), the parent / whānau will be contacted and asked to collect the child immediately.
- If parent / whānau are unreachable, the child will be isolated with a teacher, and emergency contact person will be phoned.
- Rubber gloves will be worn when dealing with infectious substances.
- A disinfectant solution of 1:10 is used to clean infectious substances and any other spillage.
- If any towels are used for cleaning spillages or for wrapping the infectious child in (along with any bedding used), the parent of the child will be asked to take them home to be washed. Towels will be disposed of in the case of heavy spills.
- In the event of a serious illness/accident, an ambulance will be called and the parents/whānau will be notified. If a teacher is required to accompany the child in the ambulance, a parent from the 'Emergency Support People' sheet will be called and asked to cover ratios at the centre.

IMMUNISATION:

- Parents must provide an Immunisation Certificate to the Head Teacher or Admin/Enrolment Officer on enrolment, or a letter explaining that as the parents they understand the consequences of not being immunised.
- The Head Teacher/Admin/Enrolment Officer is to record this on the Immunisation Register and return the certificate to the parent /whānau. A copy is kept in the child's file.
- If there is an outbreak of an infectious disease, the Head Teacher will exclude all unvaccinated children until the exclusion period is over.

GENERAL CONDITIONS INDICATING A CHILD SHOULD NOT ATTEND:

- The illness prevents the child from participating comfortably in programme activities.
- The illness results in a greater care needed than the centre can comfortably provide without compromising the health and safety of the other children and staff.
- The child has any of the following conditions: fever, persistent crying, difficulty breathing, vomiting, diarrhoea or other signs of possible severe illness.
- In the case of infectious or notifiable illnesses we will follow the Ministry of Health guide lines.

Approved by:

Date Approved: May 2018

Review Date: May 2020

NGAIO CHILDCARE CENTRE INC

POLICY 8: MEDICATION

TE WHAARIKI:

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

Reg 46 HS28 & HS29

RATIONALE:

To ensure that safe practice is adhered to when administering medication to children.

PROCEDURE:

- Medicine (prescription and non-prescription) is not given to a child unless it is given:
 - by a doctor or ambulance personnel in an emergency; or
 - by the parent of the child; or
 - with the written authority from parents.
- The child's specific medical needs are recorded on the enrolment form by the parent/whānau, providing written authority for the administration of medicine in accordance with the requirement for the specific category of medicine outlined in enrolment form:
 - for prescription medicine for on-going medical conditions (asthma, eczema, allergies) - non-prescription preparation used 'first aid' treatment of minor injuries and provided by the service (such as arnica cream, antiseptic liquid, insect bite treatment).
- For a prescription (such as antibiotics, eye/ear drops etc) or non-prescription (such as paracetamol liquid, cough syrup etc) medicine that is used for a specified period of time to treat a specific condition or symptom; a written authority from a parent given at the beginning of each day the medicine is administered.
- If a child requires prescription medication, a medication form is to be completed and detailing:
 - what medication is to be given
 - how to administer and what dosage to be given
 - what time and under what specific symptoms/circumstances medicine is to be given.
- All teachers who administer medicine to children are provided with information and/or training relevant to the task.
- The medication administered to the child has to be recorded on the medical form and signed by teacher administering medicine and signed by a parent upon viewing.
- A list of children with allergies is kept in the kitchen for Teachers to check every day before offering food to the children.

- Medicines are stored safely and appropriately in the kitchen. If medications have expired they are to be sent home with the parent for them to dispose of. Once a child leaves the centre, the medication is to be sent with them.

Approved by:

Date Approved: May 2017

Review Date: May 2019

NGAIO CHILDCARE CENTRE

POLICY 9: HEALTH AND SAFETY

TE WHAARIKI:

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

REFERENCE: Education (Early Childhood Centres) Regulations 2008, Licencing Criteria, HS, Health and Safety in Employment Act 1992, Worksafe NZ

Definitions

Person Conducting a Business or Undertaking (PCBU):

A PCBU is a legal entity. In the context of early childhood and compulsory education, the PCBU is a ECE Centre Board of Trustees as an entity, ECE Centre/service owner, kohanga reo, national education association, Ministry of Education or District Health Board (as landlords), sponsor, proprietor and/or self-employed educator.

Worker:

A person who carries out work in any capacity for the Governance Group/ECE service, including employees, contractors and their employees, students and volunteers.

Health and Safety Representative:

The centre has a Health and Safety Representative (HSRs) who is able to represent their colleagues on health and safety matters and receive appropriate training.

Their role is to exercise **due diligence**, which means they must take reasonable steps to ensure that the Board/ECE (as the PCBU) meets its health and safety obligations. The purpose of due diligence is to inform governance decisions so they do not adversely or negatively affect health and safety. The officer will proactively undertake due diligence to ensure health and safety is prioritised by their Board/ECE in order to improve health and safety and avoid the risk of any liability.

Management Committee:

The Management Committee is responsible for overseeing (including HSRs) the review of policies, procedures and risk register to comply with the health and safety employment act.

RATIONALE:

Ngaio Childcare Centre is committed to providing a safe and healthy environment for all staff, enrolled children, contractors and visitors to our centre. We will comply with all relevant health and safety legislation, standards and codes of practice. We wish to minimise the risk of stress,

Repetitive Strain Injury – RSI - or Gradual Process Injury – GPI, which is muscle, joint, tendon or nerve pain/discomfort.

PROCEDURES:

Management will:

- Identify and assess all hazards in the workplace
- Control all hazards
- Be proactive in controlling new hazards
- Give staff the opportunity to be involved in the hazard management programme
- Support injured staff to return to work safely as early as possible.

Staff will:

- Actively contribute to hazard identification and management
- Adopt safe work practices
- Encourage others to do the same
- Report injuries promptly and accurately
- Participate in a return to work programme if applicable.

Infectious diseases:

- All staff will be informed when infectious diseases are present in centre.
- Any staff member suffering from an infectious disease will be excluded from attending the centre.
- Any staff member suffering from any other disease may be excluded at the discretion of the person responsible (i.e. Manager/Head Teacher or delegated staff). This exclusion/inclusion will be based on the guidelines provided in "Recommendations for inclusion/exclusion of children from early childhood centres from Regional Public Health. Refer to the Unwell Child policy.
- In the event of the notification of an infectious illness that is dangerous to an unborn child, pregnant staff may choose to remain at home until the risk of infection has passed.

Length of time for exclusion:

- Length of time for exclusion from centre for an infectious or notifiable disease is outlined in (Section B3) Nga Kupu Oranga, Appendix 2), or on advice from Medical Officer of Health.
- Length of time for exclusion from centre for other diseases is at the discretion of the manager, who will be guided by "Recommendations from "Regional Public Health".

Stress:

- Staff will be encouraged to talk to the Head Teacher and/or staff liaison about any problems which are causing stress. If discussions do not provide any clear outcome, then counseling and/ or course may be offered as a solution. (EAP- External advice may also be sought).

Repetitive Strain Injury – RSI - or Gradual Process Injury – GPI (Formally known as OOS)

- Staff are to bring to the attention of the Head Teacher and health and safety officer any equipment or tasks that may be causing problems or leading to RSI or GPI. The Head Teacher and/or health and safety officer will review the task or equipment and follow up with the recommended change in procedure, equipment or appropriate suggested action. If the problem continues, then outside help will be sought.

Hazard Identification:

1. Every day a designated staff member will address any identified hazards in the outside play area before children access the area. The checking process will be confirmed by a daily OSH checklist located on the daily roll.
2. 3 Monthly inspections of all premises carried out by Management Support and documented in the Maintenance Register.
3. At regular staff meetings all staff will be given the opportunity to notify management of any hazards recently identified.
4. All hazards likely to cause serious harm will have been notified to management immediately.

5. A list of identified hazards will be sighted and signed by all teachers, casual staff, volunteers, visitors and contractors. The list of hazards will be displayed prominently in each centre and updated as required.
6. Centre notice boards will be used to alert all staff and visitors to any temporary hazards identified on a day to day basis.
7. Any significant health and safety issue/hazard, and the steps taken to eliminate, isolate or minimise the hazard, will be documented in the staff meeting minutes and the 6 weekly Committee Reports.
8. All accidents (staff and children) will be documented in the accident register and this will be regularly reviewed at staff meetings to identify any patterns and/or necessary actions to be taken.
9. The Head Teacher will notify any significant hazard identified to the Management Committee, and immediate action will be taken to rectify as required.
10. 4 working bees are arranged throughout the year to maintain ongoing health and safety compliance requirements, i.e. replacement of sand and bark chips, cleaning and general maintenance.

Exclusion of Sick children (see unwell child policy)

Sun Smart (see policy)

Emergency Procedures (see Emergency procedures policy)

Animals (See Policy)

Staff Training

1. Bi-yearly training for fire wardens, including the use of the extinguishers, will be provided by Wellington City Council.
2. All permanent staff are required to maintain current First aid Qualifications with the financial cost met by the Centre.
3. Emergency evacuation procedures are practiced by all staff, once a term. All drills to be documented.
4. Training will be arranged with parents by the Head Teacher to inform staff of any preventative medications that are to be administered to the children, i.e. Epi pen, and or insulin.

Staff Health

1. Regular staff will be offered free flu vaccinations annually
2. All staff will be informed of the risk to their health of contracting infectious diseases including chickenpox, rubella, tetanus, polio and hepatitis B. They will be encouraged to have their immunization status checked.

3. If a staff member has a serious infectious condition it is expected they will stay at home until the condition is under control and no longer infectious. Individual discretion should be used at all times.
4. The Head Teacher may, in accordance with the Early Childhood Regulations, exclude in consultation with the Medical Officer of Health or Public Health Nurse any staff member who they believe constitutes a health risk to others.
5. Disposable gloves will be readily available to staff at all times. These will be worn when an exchange of bodily fluids could put the health of the child or staff member at risk. eg. changing a soiled nappy, treating a child when blood or vomit are present.

Safe and Early Return to Work

Any employee who is on ACC leave will be supported in returning to work. Management, after considering any budget implications, will if possible offer light duties and work with ACC to facilitate a return to work as soon as possible.

Redeveloped: May 2018
Approved by:
Date Approved: August 2018
Review date: August 2019

Changes to the Health and Safety Act are effective from April 2016 and will be applied to the policy to reflect changes in legislation where applicable.

Further Guidance on Health and Safety at Work Act 2015

- ***The Ministry of Education health and safety web space:*** <http://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/>
- ***The Health and Safety regulator WorkSafe:*** <http://www.business.govt.nz/worksafe>
- ***Administrator of Health and Safety legislation MBIE:*** <http://www.mbie.govt.nz/>
- ***Definitions of Duty Holders roles:*** <http://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/leadership/>
- ***Implementing the Health and Safety at work Act 2015 – a guide for early learning services:*** <http://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/implementing-the-health-and-safety-at-work-act-a-guide-for-early-learning-services/>

GUIDELINES -

- All staff have individual responsibility to take reasonable care for health and safety of themselves and others in the ECE setting, to co-operate in the development and implementation of Health and safety procedures and comply with these.
- The Board of Trustees/Owner will implement procedures to ensure all workers are informed of, understand, and accepting their responsibility for eliminating or minimising the potential for harm to at their workplace, including contractors, other staff , students and visitors being informed of any results of monitoring in their work area.
- Workers will be consulted on, and given the opportunity to participate in, health and safety management.
- Employee representatives will be consulted regarding health and safety management.
- A Hazard identification and management system is provided to minimise risk of injuries. Significant *hazards* will be controlled by:
 1. Eliminating or isolating any hazard that arises out of the Centre or Centre environment likely to cause harm to staff, students or other people.
 2. Minimising the effects of hazards, if they cannot be practicably eliminated or isolated.
- A safe working environment will be maintained. This includes providing facilities for staff health and safety at work.
- Plans and procedures are developed for foreseeable emergencies that may arise in the workplace.
- All new staff will undergo induction, training and supervision to ensure they have knowledge and understanding of health and safety practices and procedures.
- Effective procedures are provided for hiring and monitoring of contractors and for being accountable for their safety and for that of other visitors.
- Current Health and Safety Policy and Procedures will be in the Centre Operations Manual and be accessible to all workers.
- Injuries are record, reported and analysed.
- The Board of Trustees/ECE Service is committed to continuous improvement in health and safety.
- The Board of Trustees is committed to comply with all relevant health and safety legislation.
- Staff are supported in the safe return to work after an injury.
- There will be on-going evaluation, review and updating of compliance with the health and safety programme and this policy.
-

All records of accident or injuries will be retained for seven years.

NGAIO CHILDCARE CENTRE INC.

POLICY 10: CHILD HEALTH - ACCIDENTS & MEDICAL TREATMENT

TE WHAARIKI:

Well-being Goals 1 & 3: Children experience an environment where their health is promoted and they are kept safe from harm.

REFERENCE: Education (Early Childhood Services) Regulations 2008, Reg. 46Criteria HS 27.

RATIONALE:

To ensure that appropriate action is taken, for children and adults, in the event of an accident or medical emergency.

PROCEDURE:

- A teacher with a current first aid certificate is to be present at each session.
- In the event of a serious accident, an ambulance will be called and the parents/whānau will be notified. If a teacher is required to accompany the child in the ambulance a parent from the 'Emergency Support People' sheet will be called and asked to cover ratios at the centre.
- A first aid cabinet is kept in the bathroom at the Centre. This is checked regularly by the Head Teacher.
- A portable medical kit is taken on every trip outside the Centre.
- A bag containing protective gloves and gauze swabs is kept outside in the Civil Defence bin for use during the session.
- A record is kept on the child's enrolment form, of any special medical needs.
- An allergies list is displayed in the kitchen, along with actions plans for anaphylactic children. These are to be checked before children are given special foods.
- All accidents and medical emergencies are documented on the appropriate forms in the Emergency Folder.
- Parents / whānau are notified immediately of any serious accident or medical emergency, and at the end of the session for any minor accident.
- Protective gloves will be worn when dealing with infectious substances and blood.
- Towels are used to mop up spillages and are then sent with the children's parent for separate washing.
- A bleach solution of 1:10 is used to clean any spillage including infectious substances.
- Paper towels are used to clean any blood and will be disposed of in a sealed plastic bag and placed in the green bin outside.

Approved by:

Date Approved: March 2018

Review Date: March 2020

NGAIO CHILDCARE CENTRE INC.

POLICY 11: NAPPY CHANGING / TOILETING

TE WHAARIKI:

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

Belonging Goal 3: Children and their families experience an environment where they feel comfortable with the routines, customs and regular events.

REFERENCE: Education (Early Childhood Services) Regulations 2008, Reg. 46(1)(a), Criteria HS3

RATIONALE:

To ensure that each child is clean and comfortable throughout the session.

PROCEDURE:

- All children having a nappy change or being changed after a toileting accident are to be treated with dignity and respect while being cleaned and changed.
- We support parents decision to use either reusable or disposable nappies.
- All nappy changing will be done in the bathroom on the changing mat provided. No child is to be left unattended at any time during the nappy changing procedure.
- Between each nappy change the ladder is to be pushed in and locked. The ladder is also to be locked when in the extended position ready for children to climb.
- The rover is available to discuss toileting routines with parents/whānau each morning.
- Children's toileting needs are always monitored throughout the session. Toileting times will be specific to each individual toilet training child's needs. At approximately 11.30am all children wearing nappies are checked and changed if necessary. All changes are documented on the toilet/nappy changing sheet.
- Before proceeding with nappy changes, teachers are to have the necessary equipment prepared i.e. nappy, wipes, gloves and paper towels, plastic bag and bleach solution of 1:10. These items are all to be prepared and ready in the shelf above the changing table before the child climbs onto the changing table.
- Teachers are to wash their hands at each nappy change. Disposable gloves are also to be worn for nappy changing, toileting and cleaning any toileting accidents.
- Soiled nappies, gloves, wipes and any paper towels etc are to be placed in the Sangenic nappy disposal unit located in the bathroom. These are to be placed in the bin after the child has left the changing mat. The Sangenic bin is lined with a plastic bag at the beginning of every day. It is emptied into the outdoor green

wheelie bin at the end of every session and the bin is left to air outside overnight. If reusable nappies are used then they will be placed in a plastic bag and placed in the child's bag to take home for washing.

- Teachers are aware when children are washing their hands.
- After each nappy change the changing mat is to be cleaned with a bleach solution of 1:10.
- A bleach solution of 1:10 will be used to clean any toileting spills.
- No reliever or student is to change children's clothing, change nappies or toilet children unless otherwise specifically stated in their employment contract.
- Toilet training is encouraged and supported in conjunction with the parents / whānau.
- If the centre towels have been used to clean toilet accidents, the parent of the child who had the accident will be asked to take the towels home for washing. Towels will be disposed of if they are used for heavy spillages/substances.

Approved by:

Date Approved: June 2017

Review Date: June 2019

NGAIO CHILDCARE CENTRE INC.

POLICY 12: HEALTHY EATING

TE WHAARIKI:

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

RATIONALE:

To provide a healthy and safe environment, promoting safe practices and encouraging healthy eating.

References: *Education (Early Childhood Services) Regulations 2008, Reg. 46, Criteria PF15-PF17 and HS19 – HS23.*

The New Zealand Ministry of Health guidelines 'Eating for Healthy Children Aged 2 to 12'

PROCEDURE:

Our Programme:

- Promotes healthy food/drink choices in line with the Ministry of Health Food and Nutrition Guidelines.
- Integrates nutrition education across the curriculum and teaches the importance of healthy food and snacks, using the 5 plus a day resource.
- Supports children/families to learn about healthy and 'sometimes' foods, making healthy food choices, and the benefits of eating healthy food.
- Includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health.
- Includes opportunities for children to develop practical food skills like growing, preparing, cooking (where developmentally appropriate) and tasting healthy food.

Families and nutrition:

- Upon enrolment, parents and caregivers are advised about the centres/teachers encouragement of Healthy Eating. Parents and caregivers are able to share their thoughts and comments about the Healthy Eating policy while it is being reviewed. Policies being reviewed are available on the parent notice board.
- Nutrition information and promotional materials about healthy eating directed at parents are available.
- Parents/whānau are to advise Teachers when enrolling children, of allergies or foods not to be consumed and an allergy list is kept in the kitchen for Teachers to check every day before offering food to the children. Due to allergies, parents

- will be informed that Ngaio Childcare Centre is NUT FREE ZONE. As necessary, certain foods may or may not be excluded, based on current children's allergies.
- On special occasions (eg. birthdays, leaving parties) parents/whānau may choose to provide Fruit Platters, Bluebird Ready Salted Chips and/or Pascal Marshmallows for sharing with the group. These products have been found to be safe for all children and don't contain any allergy based ingredients. But parents/whānau of children with allergies can choose to provide an alternative treat for these occasions if they are still concerned.
 - All special foods provided, including at cultural celebrations and shared lurch, are listed on the special foods list in the daily register.

Safe eating environment and equipment:

- The parents and whānau provide food for their child's morning tea and lunch in named containers and water in a named drink bottle.
- Children have their own drink bottle available to them at all times and children are regularly encouraged by staff to drink water throughout the day. A drink of water will be made available if a drink bottle has not been provided.
- Children are supervised during snack and meal times at all times by teachers.
- All children and adults must be seated while eating.
- Children will be encouraged to sit at the table, but no child will be forced to stay against their will.
- All adults and children will wash hands prior to handling and eating food.

Teachers' participation and support:

- Teachers provide a positive, appropriate, supervised, social environment for eating.
- Teachers consider children's cultural and developmental differences in relation to food choices.
- Teachers role model a positive attitude and participation by eating healthy food and drinking water with the children.
- Teachers promote and teach basic food safety (e.g correct hand washing procedures) to children during snack and meal time routines.
- Teachers will supervise each table during meal times and support children to engage in consistent snack/meal time routines.
- 5 plus a day education resources are available for teachers to use with children and parents.
- Teachers communicate with parents and caregivers about their children's nutrition and eating habits where necessary.

Approved by:

Date Approved: March 2018

Review Date: March 2020

NGAIO CHILDCARE CENTRE INC.

POLICY 13: SUN SMART

TE WHĀRIKI:

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

REFERENCE: Education (Early Childhood Services) Regulations 2008, Reg. 46(1)(a), Criteria 8.

RATIONALE:

Children and adults should be protected from the harmful ultraviolet rays of the sun.

PROCEDURE:

- The sunshades will be put up at the beginning of term 4 and taken down at the end of term 1.
- In the set up and use of outdoor areas, steps shall be taken to ensure adequate shade provision and appropriate placing of activities.
- Teachers will advise parents / whānau of the sun protection policy either upon enrolment or via the newsletter or Facebook etc. Teachers will also check if children have any skin problems or allergic reactions to sun protection creams.
- Parents are informed, at the start of the 4th and 1st terms by newsletter that children are to have a named, suitable sunhat.
- It is the responsibility of the parents / whānau to ensure that sun block has been applied to all exposed skin before arriving at the centre and the teachers will reapply sun block to all exposed skin after morning tea. In the event that a parent has forgotten to apply sunscreen at home, centre sunblock will be provided. If a child requires their own personal sunscreen, it is to be named and kept in the kitchen and teachers are to be notified.
- All teachers and children are encouraged to wear hats when outside.
- Spare sunhats will be available for children to use when outside.

Approved by:

Date Approved: October 2018

Review Date: October 2020

NGAIO CHILDCARE CENTRE INC.

POLICY 14: EXCURSIONS

TE WHĀRIKI:

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

Exploration Goal 4: Children experience an environment where they develop working theories for making sense of the natural, social, physical, and material worlds.

References:

Education (Early Childhood Services) Regulations 2008, Reg. 46(1)(a)(b)(2), Criteria HS17 – HS18.

RATIONALE:

When children are taken out of the Ngaio Childcare Centre, the safety of the children is paramount. Excursions will be planned to support the programme.

PROCEDURE FOR OUTINGS TO CUMMINGS PARK LIBRARY:

- Arrange an appropriate time and date to visit the library.
- Parents will be informed of the outing and they will sign a permission form.
- For excursions to the Cummings Park Library, which is situated in the building adjacent to the Centre, there will be a minimum of three adults to accompany the children.
- A register of the children attending that session is taken to the library.
- If a regular teacher is absent, the teacher responsible will decide if the trip is to proceed.
- A note of our whereabouts will be left on the gate.

PROCEDURE FOR OTHER OUTINGS:

- Prior to excursions the risk factors will be assessed, minimised and documented. We carry out an 'Excursion Risk Management' prior to each excursion.
- Excursions out of the Centre environment will require an adult: child ratio of 1:4. All Teachers will accompany children for all excursions and all Teachers must hold a current first aid certificate. Parents can be counted in the ratios as long as we have a regulated number of teachers, which is three, however the Teacher responsible must accompany any excursions. For any excursions organised to sites where there is large bodies of water, we will have an adult: child ratio of 1:1.
- Two adults will always be with each group of children so as to avoid possible risks of having one adult alone supervising with a group of children.

- Volunteers, Support Staff, Secondary school and College of Education students can assist with outings but will not be counted in the ratios.
- A note is to be left on the day sheet stating our destination, departure and return details.
- If there are insufficient adults to meet adequate ratios, the excursion will be cancelled.
- On-going monitoring of children while on an excursion must take place. The person responsible must take a list of all children attending the excursion for roll call at necessary intervals. Each adult must continuously monitor the children in their care / supervision.
- All children will wear a name tag with the centre name and an emergency phone number.
- The following must be taken on excursions out of the Centre:
 - First Aid kit
 - Any medication that may need to be administered while on the excursion. Medication is to be named and dosage required recorded.
 - Sunhats, coats, etc as necessary.
 - Drinking water and food as necessary.
 - Nappies, wipes and a change of clothes.
 - A list of contact phone numbers for emergency use and a mobile phone.
- When all children and Teachers go on an excursion and there is no one remaining at the Centre a message will be left on the Centre entrance as to the whereabouts and approximate time of return.

PARENT CONSENT

- Written consent to take children on planned excursions is gained from parents prior to each individual outing.
- If written consent is not obtained the child will not attend the trip and will be offered another session, as a catch-up.
- All child:adult ratios will be stated on the permission slip.

TRAVEL BY MOTOR VEHICLE

- Prior to permission being obtained, parents will be informed about the transport required for each excursion.
- We choose not to use private vehicles for excursions.

Approved by:

Date Approved: June 2018

Review Date: June 2020

NGAIO CHILDCARE CENTRE INC.

POLICY 15: INCLUSIVE EDUCATION POLICY

TE WHAARIKI:

Contribution Goal 1: Children experience an environment where there are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity, or background.

REFERENCE: Education (Early Childhood Services) Regulations 2008, Reg. 43 (b), Criteria C2

RATIONALE:

It is the legislated right of all children and whānau to access and participate in early childhood settings and receive an equitable and high quality education. The centre promotes equality, fairness and provides a programme underpinned by the principles of inclusion and provision of high quality education for all.

PROCEDURE:

- The centre programme empowers all children to learn, encourages their participation and raises their achievement. All children are viewed as competent learners and their identities, languages, abilities and strengths are recognised and affirmed and their learning needs are addressed.
- All children will be affirmed as individuals and provided with opportunities to join in activities and learn with and alongside other children attending the Centre.
- Teachers create welcoming, supportive and inclusive environment that respects and accepts diversity.
- Teachers are positive role models, actively working on promoting acceptance of diversity and inclusion of all children within centre community
- Teachers are actively taking steps towards identifying barriers to learning and participation, and adapting aspects of the programme and practice to maximise children's learning and participation in the programme.
- Teachers acknowledge that the parents/whānau are the key decision makers regarding their children's learning and development. Upon enrolment the head teacher/enrolling officer will discuss with the parents / whānau any individual care needs or learning requirements for the child.
- Individual programmes for children with individual care needs and learning requirements are developed, implemented and reviewed in collaboration with parents/whānau and key specialists.

- Teachers will work collaboratively with the family and any outside professionals engaged in the child's development in order to have shared understanding and to support the child's participation and learning in the centre setting.
- The head teacher will arrange for an initial meeting with parents (and early intervention teacher if already involved) to share information that will help with the transition into the centre environment and the child's settling in.
- An IEP will be written if required and goals regularly reviewed with team/parents.
- Teachers will seek guidance and information from specialists in order to continue scaffolding the child's learning and participation in the centre setting.
- Any documentation in regards to the child's individual needs/requirements and individual programme will be treated confidential and kept in the child's file.
- Teachers review effectiveness of the programme and teaching strategies and seek relevant professional development courses in order to utilise specialist teaching strategies
- If any physical changes to the environment or any special resources are required, the management committee will be consulted.
- Education support workers (ESW) will be treated as a part of the teaching team and supported in their role.
- A specific transition procedure for children with individual care and learning requirements is outlined in the transition policy and will be shared with parents when their child transitions into another centre. In some case individual children's 'Learning Passports' will be written to feed information to a new early childhood service.

Approved by:

Date Approved: September 2017

Review Date: September 2019

NGAIO CHILDCARE CENTRE INC.

POLICY 16: EQUIPMENT AND MAINTENANCE

TE WHĀRIKI:

Wellbeing Goal 3

Principle: Holistic development. The Early Childhood Centre's equipment reflects the holistic way children learn and grow.

REFERENCE: Education (Early Childhood Services) Regulations 2008, Reg. 46(1)(c)(i)(ii)(iii), Criteria HS1

RATIONALE:

The equipment is kept in a clean and safe condition, displayed in an interesting and accessible way to allow and encourage children's independence.

PROCEDURE:

- Equipment set up in the environment is displayed safely and attractively, freely available to the children at all times within reasonable safety boundaries.
- All unsafe / broken toys and equipment are immediately withdrawn from use and fixed or disposed of.
- Teachers will follow the Health and Safety procedure for maintaining and cleaning equipment.
- A cleaning chart is kept to ensure toys are cleaned regularly.
- A Maintenance register of work to be done or equipment to be replaced is kept at the centre. It is dated when fault is observed and rectified. Most of the maintenance and repairs are to be organised at working bee's and a record kept in the maintenance register.
- There is a set budget for Equipment and Maintenance of the centre.

Approved by:

Date Approved: October 2018

Review Date: October 2020

NGAIO CHILDCARE CENTRE INC.

POLICY 17: EMERGENCY POLICY

TE WHAARIKI:

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

RATIONALE:

To ensure the safety of all people in the centre in the event of an emergency.

References: *Education (Early Childhood Services) Regulations 2008, Reg. 46, Criteria HS4-HS8.*

The Fire Safety and Evacuation of Buildings Regulations 2006. The Fire Service Act 1975.

PROCEDURE:

- The centre has all Emergency Procedures located in the back of the daily roll folder and in the Emergency Plan folder.
- In case of an emergency, the teachers will follow Ngaio Childcare Centre's Emergency Plan.
- The practise drills will be planned for annually, on the Centre Management Plan, and recorded in the daily diary and in the Emergency Folder.
- Emergency evacuation drills will be carried out each term over a week period to cover all sessions.
- The centre stores emergency equipment necessary for an earthquake or other emergency, including blankets and adequate food and water for 16 children and 4 adults for three days. This is checked annually and recorded in the Fire and Emergency Folder by the Head Teacher.
- The parents are informed about the emergency procedures and emergency plan upon their child's enrolment. Also Civil defence newsletter is sent to parents at the beginning of each year along with emergency contacts update form.
- Each family provides two names of contactable people if required in an evacuation/emergency and makes them aware of this responsibility.
- No child will be released to another person unless the centre has written permission from the parent.

Approved by:

Date Approved: September 2017

Review Date: September 2019

NGAIO CHILDCARE CENTRE INC.

POLICY 18: COMMUNICATION WITH PARENTS

TE WHĀRIKI:

Principle – Family and Community

REFERENCE: Education (Early Childhood Services) Regulations 2008, Reg. 43(b), Criteria C12.

RATIONALE:

To provide an environment where families and whānau are warmly welcomed, where their contributions are valued and partnerships are fostered.

PROCEDURE:

- Parents and whānau are given opportunities to discuss with teachers their goals and aspirations for their child.
- The teachers will make themselves available to discuss with parents, where necessary, anything regarding their child at the end of session or in prearranged meetings.
- Parents and whānau are encouraged to read information on the website about the centre and programme.
- Parents and whānau are invited to stay with their children to observe a session and to become familiar with the Centre and to meet the teachers.
- The whiteboard outside provides daily information, such as changes in teaching team, parent help reminders, daily programme and special events.
- Display boards inside the centre provide information about centre management including a list of Committee members, meeting dates and times, meeting agendas and minutes. Information about staff, important procedures and centre programme are also displayed.
- Newsletters provide parents and whānau with important information regarding the education programme, events, management of the centre, AGM, teacher professional development, equipment and environment initiatives and any other relevant information.
- The attendance register provides a space to leave a short message when it is not possible to speak to a teacher.
- Email is used for distributing newsletters, invoices, receipts and any other relevant information. The centre's Facebook page and Instagram account is another way we communicate information to the parents/whānau about activities at the centre.
- Nappy changes and toileting are recorded in the folder by the changing table and sleep times on the chart on the sleep room door.

- StoryPark online profiles are used for each child to communicate information to parents and whānau about their child's development. Parents and whānau are encouraged to feedback on StoryPark about their child's interests and activities at home.
- Telephone messages are recorded in the diary and attended to as soon as possible.
- Any issues or areas of concern are addressed by using the Complaints Procedure which is displayed in the kitchen.
- We value parents and whānau contributions and they are encouraged to freely communicate with teachers and management.
- Teachers will ensure that parents and whānau are kept informed about the Centre programme, the development and progress of their child, excursions, any accidents or mishaps suffered by their child.

Management Committee will ensure that parents and whānau are kept informed on the following subjects:

- The financial position of the Centre and the Centre budget
- Donations and fundraising
- Decisions and actions of the Management Committee
- How parents and whānau can help the Management Committee and staff
- How to join the Management Committee
- Local Charter objectives and how they are being met
- Current Education Review Office reports of the Centre
- Staff changes.

Management will also put out parent surveys to find out whether or not families needs, and aspirations for their children, are being met.

The Management will also appoint a Communication Officer if deemed necessary.

Parents and whānau should ensure that Teachers are kept informed on the following subjects:

- Any special needs their child may have
- Any medical needs their child may have, including allergies
- Any changes to the information required on their enrolment form
- Changes in family circumstances.
- Learning and development.

Approved by:

Date Approved: June 2018

Review Date: June 2020

NGAIO CHILDCARE CENTRE

POLICY 19: PROGRAMME AND ASSESSMENT

TE WHAARIKI

Ngaio Childcare Centre Inc. uses Te Whāriki as its curriculum framework. Programme planning will be based on the principles, strands and goals of Te Whāriki.

REFERENCE: Education (Early Childhood Services) Regulations 2008, Reg. 43(1)(a), Criteria C2.

RATIONALE:

To ensure we provide a stimulating educational programme that meets children's interests and needs and set them on a pathway for lifelong learning. To reflect the centre Philosophy and its principles and priorities for children's learning.

PROCEDURE – ASSESSMENT

- Each child will have an individual online profile.
- Evidence will be recorded in the form of photographs, artwork, and anecdotal records, learning stories, videos, child's voice and the parent's voice.
- Parents, whānau and the child are encouraged to contribute to assessment by providing a parent's and child's voice.
- Ensure that family/whānau are fully involved in decisions concerning their children.
- Teachers work collaboratively when documenting and supporting the learning for children, and use assessment information to understand children's learning pathways and then plan to continue and strengthen them.
- Teachers aim to support and extend each child's learning by providing learning experiences that reflect the child's interests. Then to ensure the child's needs, strengths and interests are identified and responded to meaningfully and that the uniqueness of each child and the group is celebrated.

PROCEDURE – PROGRAMME

- The programme is aligned with the principles, strands and goals of Te Whāriki (The national Early Childhood Curriculum). Using observation and assessment from individual and groups of children's learning, incorporating teacher's observations, children's interests, teacher led activities and the parent and child's voice.
- Teachers work collaboratively on programme planning and implementation. Teachers meet regularly for planning, assessment, professional discussions and reflection.
- We use a socio-cultural perspective to notice, recognise and respond to children's learning.

- The term programme is displayed, along with photos, on the curriculum information board for parents and children to view and revisit their learning experiences.
- The programme is developed over time using individual child observations and recorded in the visual diary. Documentation is kept in a term folder and on Story Park, with records of the terms programme and visual displays.

Approved by:

Date approved: August 2018

Review date: August 2020

NGAIO CHILDCARE CENTRE

POLICY 20: WAITING LIST POLICY

TE WHAARIKI:

Family and Community: The wider world of family and community is an integral part of the early childhood curriculum.

D.O.P.s: 6

Ref. : Education (Early Childhood Services) Regulations 2008, Reg. 47

PURPOSE:

To ensure families are informed regarding their child's enrolment to Ngaio Childcare Centre.

RATIONALE:

Ngaio Childcare Centre's enrolment practices and procedures:

- Are fair and equitable
- Make the centre accessible to as many children and families as possible in the community

PRIORITY FOR VACANT SESSIONS ON TUESDAYS, WEDNESDAYS AND FRIDAYS:

There are currently 5 spaces per session on Tuesday, Wednesday, and Fridays which have been allocated to children under 2. This allocation is based on administration requirements and child-teacher ratios, and may be subject to change. When any under 2 space becomes available on the roll it will be offered to children who are under 2 using the following criteria:

1. Currently attending children wishing to increase from one session to two sessions per week.
2. Siblings of children already attending the centre.
3. The next child whose name is at the top of the waiting list.

If no under 2 spaces are available, the remaining spaces will be offered to children who are over 2, using the same criteria.

PRIORITY FOR VACANT SESSIONS ON MONDAYS AND THURSDAYS:

When any space becomes available on the roll for a Monday or Thursday session, it will be offered using the following criteria:

1. To retain children from Tuesday, Wednesday, and Friday sessions who are nearing kindergarten age.
2. Oldest children from the top of the waiting list.

Procedure:

- When a space becomes available, the Administrator (or assigned waiting list officer) will attempt to make contact with parents of children on the waiting list until the space is filled.
- Once a vacancy has been verbally accepted by the child's parent, enrolment documentation must be completed in full and submitted to the Centre within 3 working days. If completed enrolment documentation is not received within this time period the vacancy will be offered to the next eligible name on the waiting list.
- If a vacancy is not taken by the child at the time that it is offered, then the child's name will remain on the waiting list unless otherwise requested by the parent.
- The Administrator (or assigned waiting list officer), is to direct new parents to the teachers to discuss settling procedures and book visit prior to starting.

GENERAL:

- Age:
Starting at the centre: due to the physical size of the centre children can be enrolled once they are walking or can independently get themselves around the centre.
Finishing at the centre: due to the physical constraints of the environment, children often finish attending once they turn 4 years, but they may stay longer at the discretion of the teachers.
- Ngaio Childcare Centre is not zoned and includes all children and families regardless of where they live.
- We encourage parents on the waiting list to update their requirements for care plus their contact details once a term via email.
- Any changes of children's days are at the Administrators discretion.
- Any child on the Waiting List who has a parent or caregiver who agrees to join the Ngaio Childcare Centre Management Committee may be given priority on the Waiting List. Any such priority will be given at the sole discretion of the Administrator/Head Teacher.

Approved by:

Date Approved: September 2017

Review Date: September 2019

NGAIO CHILDCARE CENTRE INC.

POLICY 21: SMOKE/DRUGS/ALCOHOL FREE

TE WHAARIKI:

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

REFERENCE: Education (Early Childhood Services) Regulations 2008, Reg. 46(2), Criteria HS33

RATIONALE:

Smoking is not allowed on any part of the centre's premises, for the health and well-being of the children and staff.

PROCEDURE:

- An appropriate "No Smoking/Smokefree" sign is displayed in the centre and on the front entrance of the centre.
- Any person smoking will be asked to leave the premises and extinguish their cigarette before coming back onto the premises.
- Any person using drugs or alcohol on the premises will be asked to leave.
- Any staff member failing to comply with this policy may result in disciplinary action being taken, as per the Disciplinary Procedure in the Personnel Policy.

Approved by:

Date Approved: November 2017

Review Date: November 2019

NGAIO CHILDCARE CENTRE

POLICY 22: TEACHERS AS PARENTS POLICY

TE WHĀRIKI:

Belonging - Goal 2. All Teachers, parents and children experience an environment where they know that they have a place.

Regs: 43, Curriculum standard: general.

RATIONALE:

Some teachers at Ngaio Childcare centre are also parents of young children. A child should not be expected to distinguish between their parents separate roles of teacher and parent. To ensure all parties concerned are clear on their roles and expectations the following procedures apply to all Ngaio Childcare Centre Teacher/parents who choose to use our service.

PROCEDURES:

- Children of Ngaio Childcare Centre teachers may attend the centre where their parent is teaching. Management discretion will be used to monitor and review the success of each individual arrangement and take action as appropriate.
- Ngaio Childcare Centre Teachers/parents will pay normal fees for their child's attendance.
- Children of teacher/parents will be accepted to attend only if and when there is space available.
- Teacher/parents are required to complete all normal enrolment and parent procedures (i.e. application, enrolment forms, permission slips, signing of register, signing for medicine, transition/settling procedures etc.)
- The child of a teacher/parent and all other children will be treated equitably by all Ngaio Childcare Centre teachers.
- Other teachers are to feedback to the teacher/parent in the same way as they might any other parent.

Date approved: November 2017

Review date: November 2019

NGAIO CHILDCARE CENTRE INC.

POLICY 23: CHILDREN'S SLEEPING

TE WHAARIKI:

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

REFERENCE: Education (Early Childhood Services) Regulations 2008, Reg. 45(1)(a),
Criteria PF 29,30,31,33

RATIONALE:

To ensure the safety and well-being of children while they are sleeping and to minimize the risk of harm, as outlined in Te Whāriki and the Early Childhood regulations.

PROCEDURE:

- When a child is in need of sleep or rest, the sleeproom will be used for this purpose. When preparing the sleeproom consideration will be given to room temperature (measured by a thermometer), noise level, comfort of the child, access and supervision.
- The centre has two cots available and bedding specifically for the purpose of providing suitable sleeping arrangements for a child that requires sleep.
- New parents and whānau will be informed about the sleep policy through the Parent Information available on the website.

MONITORING SLEEPING AND RESTING CHILDREN:

- The rover will be responsible for checking the sleeping child or children every 10 minutes to ensure they are safe and protected from harm. If the rover is busy elsewhere in the centre environment, then they can delegate the checking of the sleeping child/ren to the teacher who is rostered inside at the time child/ren are sleeping.
- The teacher who was responsible for putting the child to bed will ensure that they do not have access to food or liquid while they are in bed.
- The teacher responsible for putting a child to bed will record on the sleeping chart the following: the child's name, the time he/she went to sleep and woke up.
- Sleeping children will be checked on by the rover or teacher who is rostered inside every ten minutes during sleep and will tick the appropriate box on the sleep chart. This chart will be available to parents.
- No relievers will be required to supervise or monitor sleeping children unless they are requested to do so by the head teacher. Otherwise this will be the responsibility of the permanent employees of the centre.

- Newly appointed permanent staff members will be informed of the Centre's procedure for monitoring sleeping children.

PROCEDURE FOR HYGIENIC LAUNDERING AND STORAGE OF BEDDING:

- The staff will ensure that a clean set of bedding/sheets will be used for one child or changed if necessary.
- The Rover or key teacher will ensure that used sheets are sent along with the parent of the sleeping child to be washed.
- Spare bedding is stored in the cupboard above the cots when not in use.

Approved by:

Date Approved: December 2017

Review Date: December 2019

NGAIO CHILDCARE CENTRE INC.

POLICY 24: TREATY OF WAITANGI

TE WHĀRIKI

Communication - Goal 3. Children experience an environment where they experience the stories and symbols of their own and other cultures.

References:

Education (Early Childhood Services) Regulations 2008, Reg. 43(1)(a)(v), 43(1)(a)(v)(iv) Criteria C5 & C6.

RATIONALE:

Ngaio Childcare Centre respects the unique position of Māori as tangata whenua in Aotearoa / New Zealand and partnership inherent in Te Tiriti o Waitangi. We promote awareness and appreciation of the bi-cultural heritage of our country and Centre programme supports revitalization of te reo Māori and tikanga Māori.

PROCEDURE:

- Parents and whānau are consulted on ways reflecting our dual cultural heritage and aspirations they have for their children(s) education. Teachers will discuss with parents and whānau of appropriate practices with regard to tikanga Māori and continue increasing awareness of the partnership inherent in Te Tiriti O Waitangi.
- Teachers will be sensitive and show an understanding towards Tikanga Māori and are confident in expressing bicultural values and understandings,
- Teachers are incorporating Māori customs and rituals in the Centre programme through use of greetings, farewells, karakia and culturally sensitive routines and rituals.
- Teachers recognize the importance to care for and work alongside others, fostering the development of tuakana teina relationships.
- Teachers incorporate te reo Māori and tikanga Māori across the curriculum, by encouraging the use of phrases and words, simple waiata, age appropriate books and Māori legends; providing cultural experiences, such as use of poi, ti rākau, waiata, karakia and haka; and through respect for the natural environment.
- Centre environment contains appropriate and relevant Māori symbols and imagery, and visual aids and language prompts are displayed throughout the centre encouraging teachers to extend their knowledge of te reo Māori.
- Teachers incorporating festivals and events (i.e. Matariki) in programme planning.

- Professional development funds and time are made available for teachers to extend their knowledge of nga tikanga me te reo Maori knowledge.

Approved by:

Date Approved: August 2018

Review Date: August 2020

NGAIO CHILDCARE CENTRE INC.

POLICY 25: POISONOUS PLANTS

TE WHAARIKI:

Well-being Goal 2: Children experience an environment where their emotional well-being is nurtured; and they are kept safe from harm.

REFERENCE: *MOE Licensing Criteria for ECE Centres, 2009, HS12*

RATIONALE:

To provide a healthy and safe environment, and to promote safe practices. To ensure that the appropriate action is taken in the event of an incident to either children or adults.

PROCEDURE:

- While carrying out the daily OSH check, the Head Teacher will be responsible for inspecting and identifying any plants, or fungi specimens as listed on the poisonous plants poster, (situated in the office).
- Natural resources bought into the centre will also be checked for poisonous plants/specimens.
- If discovering a plant that is listed as poisonous, take immediate steps to remove or isolate the plant or plant matter away from children.
- If suspecting that a plant or plant matter may be poisonous, isolate that plant and seek advice on its identity, its place on the poisonous plant list and immediately identify its capacity to be poisonous from professionals. In all instances immediately remove the plant. (Ensure your own safety at all times).
- If a staff member suspects children may have access to any poisonous plant matter, e.g. where a child suddenly develops a reaction such as a rash, immediately inspect the area and take steps to identify the plant and take the necessary action to treat the child.
- If it is suspected that a child may have inhaled or ingested plant matter of any kind, contact the NATIONAL POISONS CENTRE ASAP for appropriate information and action on how to treat.
- In the event of an emergency, take steps to treat the child and contact emergency services on 111.
- It is the responsibility of the head teacher to ensure the staff are aware where to locate the poisonous plant list and where to locate the National Poisons Centre phone number.
- Actively apply this policy whilst on excursions, identify and/or prevent access to children to poisonous plants.

NATIONAL POISONOUS INFORMATION CENTRE

URGENT PHONELINE: 0800 764 766

Approved by:

Date Approved: December 2017

Review Date: December 2019

NGAIO CHILDCARE CENTRE

POLICY 26: ANIMALS IN ECE

TE WHAARIKI:

REFERENCE: *Education (Early Childhood Services) Regulations 2008. 46, Criteria HS16, Animal Welfare Act 1999.*

RATIONALE: To provide opportunities for children to observe, handle, and care for animals in humane ways. To educate children by example and create discussion about the importance of caring for animals and the responsibilities this involves. To ensure that, in any activity involving an animal, the welfare of the animal is given high priority.

PROCEDURE:

- All living creatures at the Ngaio Childcare Centre (the centre) will be treated with care and respect (all including vertebrates and invertebrates).
- Since the appropriate care and facilities cannot be provided, animals will not be kept permanently at the centre.
- In order to support children's current interests and to educate children about caring for animals/pets, the centre allows for opportunities to bring in special animals for children to observe, or pets to visit.
- Parents will be notified of any planned visits from animals at the centre on the whiteboard/notice board.
- In the event of the planned pet visits, teachers will take necessary precautions and measurements to ensure that animals and children do not harm each other.
- Animals which might threaten or harm the children will not be allowed in the centre.
- Bigger animals are welcome to visit under controlled circumstances. For example, dogs will be introduced to children, restrained by the owner, or RSPCA officer while staying at the centre.
- To prevent a health hazard for children the teachers will, prior to organizing an animal/pet visit at the centre, take into consideration allergies and phobias of specific animals.
- Children will be supervised for appropriate hand washing after contact with animals.
- Where appropriate, pets will be taken out of their cage for children to have a closer look, or give a pat. This will be done in a respectful manner to protect the emotional well-being of the animal.
- Special provisions for the animal will be arranged with the owner during the animal/pet visits (i.e. fresh food and water).

Approved by:

Date approved: April 2018

Review Date: April 2020

NGAIO CHILDCARE CENTRE

POLICY 27: PANDEMIC POLICY

Re developed July 2017:

References; Ministry of Education, 2008 MOE Regulations, Ministry of Health, Health and Safety at Work Act 2015, Employment Relations Act 2000, Holidays Act 2003 (sick, bereavement and annual leave, and public holidays), Wages Protection Act 1983.

Objective: The purpose of this Pandemic policy is to minimize the health risk posed to the community and employees in the event of a widespread outbreak of a dangerous infectious disease and ensure on-going operation of essential business activities.

Procedures:

Ngaio Childcare Centre will act in accordance with all legal requirements and in the best interests of staff children and families at Ngaio Childcare Centre.

A folder has been developed providing information and action plans in the event of a Pandemic outbreak.

This information will be used in the event of a pandemic to ensure we follow all legal requirements and recommendations as per the Ministries of Health and Education.

What must ECE services do in a case of an influenza pandemic?

The Education (Early Childhood Centres) Regulations 2008

- Require licensees to take reasonable steps to exclude children or staff if they have an infectious disease specified in Schedule 2 of the Health (Infectious and Notifiable Diseases) Regulations 1966.
- Provide that the health regulations will apply to early childhood centres, in the same way but with the necessary modifications, as they apply to schools.
- Enable the Secretary for Education to suspend a centre's licence (and therefore stop it from operating) if reasonable action **is not** taken to prevent children from coming into contact with a person suffering from an infectious disease. This discretion is rarely exercised in normal circumstances, but could be used in the event of a pandemic. It is more likely, however, that the Medical Officer of Health would exercise powers under the Health Act 1956 to restrict the attendance at early childhood centres as necessary.

Pandemic characteristics and impact.

A pandemic has unique characteristics when compared with a more "typical" disaster, such as an earthquake. For example:

- *Widespread impact:* The impact of a pandemic would likely be widespread, even nation-wide, not localised to a single area and there may be little outside assistance. Many business continuity plans (BCPs) assume some part of an organisation is unaffected and can take up the required capacity.
- *Requires limiting social contact:* Unique characteristics of a pandemic require implementation of activities to limit contact, such as restricting movement, quarantine, and banning public gatherings.
- *Long duration:* A pandemic would not be a short, sharp event leading immediately to commencement of a recovery phase. A pandemic emergency may last several months. Plans need to take this into

account.

- *Short notice:* It is likely that there will be some advance warning after a pandemic develops overseas, but that warning period may be short. E.g. should pandemic influenza spread within New Zealand it will probably be some weeks before the full impact on the workforce will be felt, although there may be early impacts resulting from ECE service and school closures and similar measures.
- *Primary effect is on staffing levels:* Unlike natural disasters, where disruption to infrastructure and service delivery is likely to be hardware-related, a pandemic is more of a threat to staff. Employers will need to plan for the scenario of up to 50% staff absences at the height of a severe pandemic. Ministry of Health modelling shows that the average leave required for sickness and recovery of a staff member is two weeks. Overall, a

pandemic wave may last about eight weeks and may come in waves of varying severity over time.

The New Zealand Influenza Pandemic Plan establishes a framework for action that can readily be adopted and applied to any pandemic, irrespective of the nature of the virus and its severity.

STAGE	NZ STRATEGY	Ministry of Health (MoH)/District Health Board (DHB) ALERT CODE	OBJECTIVE AND ACTION
1	Plan for it (Planning)	WHITE (Information/Advisory)	<ul style="list-style-type: none"> • Objective: devise a plan to reduce the health, social and economic impacts of a pandemic on New Zealand • Full engagement of whole of government • Consultation with and input from many agencies
		YELLOW (Standby)	<ul style="list-style-type: none"> • Prepare to implement pandemic response action plans
2	Keep it out (Border Management)	RED (Activation)	<ul style="list-style-type: none"> • Objective: keep pandemic out of New Zealand • Wide range of border management options: <ul style="list-style-type: none"> • closure of New Zealand's border to all non-nationals • quarantine of all returning New Zealand citizens • Enhance internal disease surveillance and notification • Investigate and follow up any suspect cases
3	Stamp it out (Cluster Control)		<ul style="list-style-type: none"> • Objective: control and/or eliminate any clusters that might be found in New Zealand • Isolate and treat patients and households • Contact trace and treat all contacts • Restrict movement into/out of affected area(s) • MoH directs regional closure of educational organisations to children and students, closes other places where people congregate, and prohibits mass gatherings • Maintain border management
4	Manage it (Pandemic Management)		<ul style="list-style-type: none"> • Objective: reduce the impact of an influenza pandemic on New Zealand's population • Health service reconfiguration to support community response in affected areas • MoH directs national closure of educational organisations to children and students, closes other places where people congregate, and prohibits mass gatherings • Social distancing measures • Support for people cared for at home, and their families
5	Recover from it (Recovery)		GREEN (Stand down)

			<ul style="list-style-type: none"> Phase starts when the population is protected by vaccination, or the pandemic abates in New Zealand
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Example: Influenza

SYMPTOMS

Influenza is a highly contagious viral disease of the respiratory tract.

Influenza is characterised by rapid onset of respiratory and generalised signs and symptoms including: a high fever, headache, muscle aches and pains, fatigue, cough, sore throat, or a runny nose.

HOW IS INFLUENZA SPREAD? – (Refer to infection control fact sheet - Appendix 1)

Influenza is spread from person to person in the respiratory droplets generated by coughs and sneezes. It can also be spread when a person comes into contact with the respiratory droplets of another person by touching items on which droplets are present, and then touches their own eyes, mouth or nose before washing their hands. The virus may enter through eyes or more commonly through the nose or mouth, and into the throat and lungs where it begins to multiply. The time from first exposure to when symptoms begin is one to four days.

The disease damages the linings of the respiratory tract. Secondary bacterial infections, such as pneumonia, meningitis, sinus and ear infections can then take hold.

BEST PRACTICES FOR HAND HYGIENE – (Refer to infection control fact sheet – Appendix 1).

Hygiene Practices-

During a pandemic, we will need to clean more thoroughly to minimise the spread of the virus, particularly hard surfaces (such as play equipment, sinks, handles, railings, objects and counters). Influenza viruses may live up to two days on hard surfaces.

Influenza viruses are inactivated by **alcohol** and by **chlorine**. Cleaning of surfaces with a neutral detergent followed by a disinfectant solution is recommended. Surfaces that are frequently touched with hands should be cleaned often, preferably daily. Information about the appropriate choice and concentration of disinfectants can be found on the [Ministry of Health](#) or [Ministry of Economic Development](#) website.

- Your usual hygiene practices should be elevated in a pandemic to an even higher level than usual.
- Remind staff and children not to share cups, dishes and cutlery, and ensure they are thoroughly washed with soap and hot water after use.
- Consider the feasibility of removing books from the children’s library corner; and removing magazines and papers from the common areas (such as the tea room and kitchen).
- Clean play equipment regularly.
- Consider ways of cleaning and/or restricting communal use of some play and office equipment (such as, photocopiers, computers).

When a person with suspected influenza is identified and has left the centre, it is important that their work area / office, along with any other known places they have been, are thoroughly cleaned and disinfected.

Planning should identify the basic hygiene practices (including hand hygiene) to be followed by cleaners, protocols for the use of personal protection equipment (if recommended by Ministry of Health), and methods for waste disposal.

MANAGEMENT OF STAFF AND CHILDREN WHO BECOME ILL

This advice applies to services in the “stamp it out” phase when services are expected to remain open because they are in an unaffected area. The flowchart in “the stamp it out” section, (RED), document 3 outlines procedures to take.

Children who are unwell should be kept at home and staff, parents and whānau should be advised not to come in to the centre when they are feeling unwell, particularly if they are exhibiting any influenza symptoms. It may be helpful to inform staff, parents and whānau of the differences in symptoms between influenza and a common cold. Unwell staff and children (through their parents/whānau) should be advised to see a doctor, and to stay at home until symptoms resolve.

Normal communication methods will be used to ensure all staff, parents and whānau receive the notice. You may also provide them with information about how to stay well during a pandemic, using the [Ministry of Health](#) information.

A process will be set up within the pandemic plan to ensure that ill children and staff have completed any required quarantine period and **are healthy** before allowing them to return to the early childhood education service.

Note that children and staff who have recovered from the pandemic influenza are unlikely to be re-infected (they will have natural immunity) and should be encouraged to return as soon as they are well and the service has re-opened.

EMPLOYER'S RESPONSIBILITIES

Compliance with the Health and Safety at Work Act 2015

In addition to the requirements under the Civil Defence Emergency Management Act, pandemic planning will help early childhood education services ensure they meet their obligations under the Health and Safety at Work Act which states

Purpose

(1) The main purpose of this Act is to provide for a balanced framework to secure the health and safety of workers and workplaces by—

(a) protecting workers and other persons against harm to their health, safety, and welfare by eliminating or minimising risks arising from work or from prescribed high-risk plan

Section 30. Management of risks

(1) A duty imposed on a person by or under this Act requires the person—

(a) to eliminate risks to health and safety, so far as is reasonably practicable; and

(b) if it is not reasonably practicable to eliminate risks to health and safety, to minimise those risks so far as is reasonably practicable.

~~(2)~~ A person must comply with subsection (1) to the extent to which the person has, or would reasonably be expected to have, the ability to influence and control the matter to which the risks relate.

Section 83. Right of worker to cease or refuse to carry out unsafe work

(1) A worker may cease, or refuse to carry out, work if the worker believes that carrying out the work would expose the worker, or any other person, to a serious risk to the worker’s or other person’s health or safety arising from an immediate or imminent exposure to a hazard

Independent contractors and volunteer workers have the right to withdraw their labour or services at any time, including when they feel the work environment presents an unsatisfactory level of risk.

Employers must take all practicable steps to mitigate the risk and protect employees, especially those at high risk. In a pandemic it is anticipated that workers at high risk will include health care personnel, health support staff and first responders (fire/police/ambulance/other emergency workers). Enforced closures of early childhood education services to children in an affected area will mitigate most of these risks for teaching staff. Employers should be aware that at both **Code Yellow** and **Code Green** stages, staff and children may be reluctant to return to the workplace. Others may actively seek to return before it is appropriate.

Compliance with Other Human Resource Legislation

The following employment relations legislation will continue to apply in addition to the requirements of the Health Act 1956 and the Health and Safety at Work Act 2015

1. Employment Relations Act 2000
2. Holidays Act 2003 (sick, bereavement and annual leave, and public holidays)
3. Wages Protection Act 1983.

Compliance with the Crimes Act

ECE services have legal responsibilities under the Crimes Act and these would continue to apply in a pandemic emergency.

For example, imagine that a cluster outbreak is declared in Wellington in the morning. By the afternoon public gatherings are banned, education facilities are closed and public transport ceases to operate. Many people are trapped in the city and cannot get home easily. Your service finds that four of its 16 children cannot be collected by a parent. The moral requirement is obvious. You cannot leave the children at the ECE service and go home. Legal requirements in this situation are:

Section 151 – Duty without lawful excuse to provide the necessaries of life. This would apply to all persons who have de facto charge of other persons and that includes teachers. This section makes the person in charge criminally responsible for omitting without lawful excuse to provide the 'necessaries of life' to a person if death or injury occurs or the person's life is endangered.

Ministry of Education funding policy - child absence due to sickness

ECE services may claim early childhood education funding within a three week period for all sessions or days a child was enrolled to attend but was absent. The three week period begins on the first day of absence.

Children with health problems may be funded for continuous absences beyond three weeks where they have a short term illness or condition that is supported by an EC13 form specifying the period of exemption. The EC13 is completed by the service and must remain available for the scrutiny of the Ministry or its Investigating Officers on request. Under this provision, services may claim funding for all the sessions/days a child was enrolled to attend, but was absent from, within a 12 week period. The 12 week period begins on the first day of absence.

Refer to the Special Circumstances section of the [Early Childhood Funding Handbook](#) for information about emergency closure funding.

CLOSURE OF CENTRE.

Closing ECE services to children in affected areas is part of the pandemic influenza section of New Zealand's [National Health Emergency Plan](#) to help prevent the influenza spreading. Closure of ECE services to children ("preclusion") aims to reduce close contact between children (as children have been known to remain infectious for up to 21 days whereas the risk period is only eight days for adults).

Though ECE services might be closed to children, they will not necessarily be closed for quarantine. With their employer's prior approval staff may still work at the ECE service, work remotely, or carry out additional or 'alternative duties' for their employer or another agency. A pandemic may come in several waves over a six to eight month period. At the peak of the worst pandemic wave up to 50% of the workforce may be sick, looking after sick dependents, or carrying out 'alternative duties' in priority areas for their employer or another agency (such as health or welfare roles).

The Centre will maintain as full a service as possible for as long as possible during a pandemic emergency.

NGAIO CHILDCARE CENTRE INC.

POLICY 28: COMPLAINTS AND NON-COMPLIANCE POLICY

REFERENCE: Education (Early Childhood Services) Regulations 2008, Reg. 47(1a), Criteria GMA1.

RATIONALE:

- To ensure that all complaints follow a clear procedure and that communication channels within the Centre are as open and clear as possible in the circumstances.

AIMS:

- Every issue, no matter how small, is taken seriously and will be taken to its logical conclusion.
- The Management Committee and teachers recognize that they are partners with parents / whanau in the early childhood education of their children and share in decisions about their children's care and education.

PROCEDURE:

- Larger concerns must follow the appropriate complaints procedure set out below.

COMPLAINTS BY STAFF AGAINST PARENT:

- Staff member approaches the Head Teacher or Staff Liaison Officer to discuss issue. Staff member concerned needs to present a summary of concerns, which will pinpoint key issues.
- Staff member, in consultation with and with the support of the Head Teacher or Staff Liaison Officer, approaches the parent directly (if possible) and attempts to resolve issue directly.

If no solution:

- Staff member makes a written complaint to the Management Committee about the parent.
- Management Committee to set up meeting with staff member, Staff Liaison Officer, Management Committee representative and parent.
- Agree on solution.

If no solution:

- Informal mediation set up with staff member, Head Teacher, parent and Management Committee. An outside facilitator, acceptable to all parties, can be used. Parent can bring some support.
- Management Committee must consider whether the substance of the complaint is impacting negatively on the staff member's employment, and refer to the personnel policies and employment policies for assistance in supporting the staff member.
- The Management Committee is to make a decision on the outcome of the complaint and the consequences for the parent, if any.
- Minutes of this meeting are to be recorded.

COMPLAINTS BY MANAGEMENT COMMITTEE AGAINST PARENT:

- Complaint notified to the parent in writing by the Chairperson of the Management Committee or representative.
- A meeting to try and resolve the complaint should be held between the parent, the Chairperson of the Management Committee and one other Committee representative.

If no solution:

- Informal mediation set up with staff member, Head Teacher, parent and Management Committee. An outside facilitator, acceptable to all parties, can be used. Parent can bring some support.
- The Management Committee is to make a decision on the outcome of the complaint and the consequences for the parent, if any.
- Minutes of this meeting are to be recorded.

COMPLAINTS BY PARENTS / WHANAU AGAINST STAFF:

- Parent or whanau member approaches staff member directly (if possible) and attempt to resolve issue directly.

If no solution:

- Parent or whanau member approaches Head Teacher (if appropriate), via an arranged appointment if necessary, to discuss issue. Staff Liaison Officer may also attend the meeting at the request of the Head Teacher.
- The Parent or whanau member concerned must present a summary of their concerns (preferably in writing), which will pinpoint key issues.
- Discuss and agree on acceptable solution. The Head Teacher must consider whether the complaint requires the disciplinary and investigative procedure under the personnel policies to be followed (refer back to employment contracts and related policies), in which case that procedure shall be followed instead.

If no solution:

- Parent or whanau member to make a written complaint to the Management Committee.
- Informal mediation set up with staff member, Head Teacher, parent and Management Committee. An outside facilitator, acceptable to all parties, can be used. Staff member can bring some support. The Management Committee must consider whether the complaint requires the disciplinary and investigative procedure under the personnel policies to be followed (refer back to employment contracts and related policies), in which case that procedure shall be followed instead.
- Minutes of any meeting or mediation to be recorded.
- Management Committee is to make a decision on the outcome of the complaint and the consequences for the staff member, if any (bearing in mind that further processes may be required under the employment contract if the matter constitutes a disciplinary issue)
- If complaints are grave, such as neglect / abuse, then the procedures under the Prevention of Child Abuse policy procedure are to be followed, as well as having regard to disciplinary and investigative procedures under the employment contract and personnel policies.

COMPLAINTS BY PARENTS / STAFF AGAINST MANAGEMENT:

- Complaint made to the Chairperson or a Management Committee member (with assistance of Staff Liaison Officer if appropriate) and matter sorted informally.

If serious complaint or no solution;

- Complaint made in writing to Chairperson of the Management Committee (staff complaints through Staff Liaison Officer).
- Complaint taken to Management Committee meeting and discussed in a preliminary way in the absence of complainant. Meeting set up between complainant, Chairperson and appropriate Management Committee member to try and resolve the matter through discussion.

If no solution:

- Complaint taken to a specially advertised Management Committee meeting.
- Management Committee must consider whether the substance of the complaint is impacting negatively on the staff member's employment, and refer to the personnel policies and employment policies for assistance in supporting the staff member.
- An outside facilitator/mediator acceptable to all the parties should be used.
- Support persons can be present for affected complainants or committee members.
- Solution to be mediated, with facilitator/mediator to strive to reach agreement between the parties.

COMPLAINTS BY STAFF AGAINST OTHER STAFF:

- Complainant to approach staff member directly, and attempt to resolve issue informally.

If no solution:

- Staff member to approach Head Teacher to discuss issue if appropriate (or Staff Liaison Officer if Head Teacher is the subject of the complaint).
- Head Teacher or Staff Liaison Officer to arrange informal meeting with both parties to help resolve issue through discussion.

If no solution:

- Staff Liaison Officer to approach Management Committee, to set up informal mediation with staff members involved. An outside facilitator, acceptable to all parties can be used if requested by one of the parties.
- Management Committee must consider whether the substance of the complaint is impacting negatively on the complainant's employment, and refer to the personnel policies and employment policies for assistance in supporting the staff member.
- Management Committee must also consider whether the alleged actions of the staff member complained about require it to follow the disciplinary and investigative procedures set out in the personnel policies and employment contract.
- The Management Committee is to make a decision on the outcome of the complaint and the consequences for the staff member, if any.
- Minutes of this meeting are to be recorded.

COMPLAINTS AGAINST NON-COMPLIANCE OF LICENSE:

- a) Parents (or anyone else) wishing to complain about non-compliance of the license will in the first instance approach the Head Teacher of the Centre verbally with concerns.
- b) If the matter is not resolved complainants should re-present their complaint in written form to the Chairperson.
- c) If the matter is still not resolved it is recommended that the complainant approaches the local office of the Ministry of Education for advice.

Ministry Of Education Contact Details:

Level 3

19 Market Grove

PO Box 30 177

Lower Hutt

Ph number (04) 463 8699

Approved by:

Date Approved: August 2017

Review Date: August 2019

NGAIO CHILDCARE CENTRE INC

Policy 29: FEES and 20 HOURS ECE POLICY

TE WHAARIKI:

Belonging Goal 2: Children and their families experience an environment where they know they have a place.

REFERENCE: Education (Early Childhood Centres) Regulations 2008, Reg 47(2), Criteria GMA3

RATIONALE:

Ngaio Childcare Centre ('the centre') wants to ensure access to the centre is fair and consistent and available to as many children as possible in the local community.

The Management Committee ('the committee') aims to keep fees as low as possible whilst maintaining the financial viability of the centre.

FEES

Fees will apply as soon as a child starts at the centre and will be payable for all sessions the child is enrolled for including absence due to sickness, holiday or any other reason.

In the event that a child is not going to be attending for a period of three consecutive weeks or more (due to a holiday or illness), then the centre must follow the Ministry of Education 3 Week Rule as outlined in the Funding Handbook appendix 6-5 page 9.

- a) Holiday Absence: If the child is going to be absent due to a holiday extending longer than 3 weeks, the centre is to be provided two weeks' notice, in order for arrangements to be made to satisfy government funding requirements. Fees will be charged as usual for the entire period of absence in order to hold the child's place at the centre. If the parents/whanau require the child's place to be held beyond the 3 week rule, fees will continue to be charged at the normal session rate, plus any lost government funding.
- b) Illness Absences: In the case of illness, no notice is required, but normal fees will continue to be charged in order to hold the child's place. If the illness extends longer than 3 weeks, a medical certificate will be required to support an application for exemption to the Ministry of Education. Ref. [Ministry of Education ECE Funding Handbook](#).

Fees are not payable on public holidays when the centre is closed.

An administration levy is payable per family per term and will be added to the first invoice after the child starts at the centre.

Invoices will be issued via email at within the first half of the term and must be paid within 14 days of the date of the invoice. They will be placed in each child's distribution pocket.

The centre's preference is for fees to be paid by internet banking, telebanking or cheque. If cash is paid, parents/caregivers should ensure they are given a signed receipt by one of the teachers.

Receipts will be issued as requested. There is an option for this on each invoice.

The committee reserves the right to ask that a child not attend the centre until any overdue balances have been paid.

In the event that an invoice remains unpaid 28 days after the invoice date (ie 14 days after it is due), the following will occur:

1. A formal letter will be sent by the financial administrator requesting payment;
2. A further letter will be sent after a further 14 days by the financial administrator requesting payment and specifying a payment date;
3. A final letter will be sent after a further 14 days by the financial administrator requesting payment, including a final payment date and noting that if no payment is received or arrangements made by this date, the debt will be referred to a debt collection agency.
4. If the final payment date is not met the Treasurer will then make one last attempt at obtaining payment and explaining the consequences of non payment (preferably by phone but if not, by letter or email).
5. The debt will then be passed to a debt collection agency for collection if all other avenues to recover payment have been unsuccessful.

The centre also reserves the right to use debt collection agencies to recover unpaid fees and to pass any costs of collection to the debtor.

In case of difficulty regarding payment, the Financial Administrator or the Treasurer should be approached as soon as possible so that an arrangement can be made.

Four weeks notice is required to withdraw a child from the centre. If no notice is given, a charge will be made for the session/s for which the child would have attended for the four weeks following the child's last day. This charge will be the normal session fee, plus any lost government funding.

Two weeks paid notice is required when reducing the number of sessions your child attends. If no notice is given, a charge will be made for the session/s for which the child would have attended for the two weeks following. This charge will be the normal session fee, plus any lost government funding. This notice period will not apply if your child is changing session days but total number of sessions remains the same.

If a child is leaving the centre, all fees must be paid up on or before the last day the child attends.

Those eligible for a childcare subsidy from Work and Income NZ will be expected to pay full fees until the centre receives written notification of approval of the subsidy.

If the subsidy is backdated resulting in overpaid fees, the centre will refund the difference or credit the next invoice. The Work and Income website has more information about eligibility for childcare subsidies. The application form needs to be signed by the head teacher.

Centre fees are payable even when parents are spending time at the centre settling in their children.

If a child attends an additional session on a casual basis, the normal session fee is payable. Payment must be given to the head teacher on the day.

Each new and potential parent will receive the centre's 'Terms and conditions of payment of fees' and parents will be asked to sign the enrolment form thereby agreeing to these terms and conditions.

20 HOURS ECE

Ngaio Childcare Centre offers 20 hours ECE to three and four year old children. Parents/caregivers will be asked to fill out a Ministry of Education attestation form to attest the number of 20 hours ECE hours their three or four year old child will be taking at the centre. This form will be provided by the centre.

Until the attestation form is completed, parents/caregivers are liable to pay the centre the standard centre fee for the hours their child attends.

When a child's arrangements at the centre are changed and it affects 20 hours ECE hours, parents must update the child's attestation form.

Any 3 or 4 year old child is eligible to claim 6 hours free ECE per day across all services he/she attends (Kindergarten, home based care, nanny) and up to 20 hours per week.

Parents/caregivers can decide how many hours they attest at any service they use for their child. If a child is attending more than one service, the 20 hours ECE attestation form must be updated at both, or all, services.

All parents/caregivers of children who are receiving 20 hours ECE hours from the centre are requested to pay a donation for every attested session. This donation is strongly encouraged as the funds are vital in ensuring the centre's ongoing viability.

Children who are not eligible to receive 20 hours ECE are: children under the age of three and children who are five. The centre can claim 20 hours ECE for 5 year olds for 28 days after their fifth birthday. Those who are not eligible for 20 hours ECE pay the standard fees.

20 The charge for a child's attendance for hours above the hours they have attested for hours ECE will be the standard centre fee plus any government funding not available

to the centre because the 20 hours ECE limits have been exceeded, except for casual sessions which will be charged at the standard centre fee.

Note, a parent who chooses not to attest a child's 20 hours ECE hours will be expected to pay the cost of lost funding in addition to the centre's standard fee.

Families receiving 20 hours ECE may also receive the childcare subsidy to help them pay for childcare not covered by 20 hours ECE.

FUNDING SHORTFALL DUE TO CHILD'S ATTENDANCE PATTERNS

If a child attends the centre for less than 4.50 hours of the 5 hour session for more than 50% of the sessions he/she is enrolled for in a month, and this pattern continues for two months, the parent/caregiver will be asked for their signature to reconfirm the child's enrolled hours as being 8.30am to 1.30pm.

If the pattern continues into a third month, the booking will be changed at the end of the third month to reflect the hours the child is actually attending and the parent/caregiver will be invoiced for any shortfall in funding.

When the child is able to attend the full session, the enrolment can be changed so that full funding is again received.

However if the child's attendance falls below the required level of attendance following the change, parents/caregivers will continue to be invoiced for the shortfall as if the enrolment had not been changed.

Invoices for any funding shortfalls will be sent out in the middle of the month following the month in which the funding issue arises. Funding rates vary by the age of the child and can be provided on request.

Approved by

Date approved: May 2018

Review date: May 2020

NGAIO CHILDCARE CENTRE INC.

POLICY 30: PERSONNEL POLICY

STAFF APPRAISAL

RATIONALE:

- Appraisal is a process for review of current work and achievements undertaken by the employee. The appraisal process is intended to be a supportive and developmental process.

PROCEDURE:

- All employees will take part in the appraisal process on an annual basis, in Term 3.
- Appraisals will be completed by the Head Teacher, along with the Management Support Person, in consultation with the Chairperson of the Management Committee.
- Appraisals of the Head Teacher, will be completed by the Management Support Person, in consultation with the Chairperson of the Management Committee.
- The employee's job description will form the basis of appraisal, together with any current strategic plan.
- The process will also involve employees identifying their on-going professional development objectives and requirements.
- Priorities for professional development will be communicated to the Management Committee.

SPECIAL LEAVE

RATIONALE:

- All employees must follow the procedure to apply for unpaid special leave to ensure that the Head Teacher is informed and consulted concerning the likely impact on the children and the Centre, and that the Management Committee has the ability to approve or decline such requests within a reasonable time frame.

PROCEDURE:

- All employees who would like to take unpaid special leave must firstly inform the Head Teacher in writing about the intention, length of time, the proposed dates and the reason(s) why special leave is being sought. Reasonable notice must be given, and certainly no less than 3 weeks' notice before the dates of the intended special leave. Special leave should be applied for and consent obtained in accordance with this procedure before the employee incurs expenditure that is not able to be refunded or reimbursed, and the Centre will have no responsibility or liability if the employee does not do so.
- The Head Teacher will review the request and recommend to the Management Committee in writing whether the Head Teacher consider the Management Committee should approve or decline the request and the reasons why.

- The Management Committee will review the recommendation of the Head Teacher and make its decision whether to approve or decline the request, and will advise the employee and the Head Teacher of its decision.
- If the Management Committee grants the request for unpaid special leave, the Head Teacher will arrange for a reliever to cover the employee for the length of the approved special leave, seeking to minimise the cost to the Centre but comply with all legal and funding requirements e.g. as to the number of qualified staff.
- Where it is the Head Teacher making the special leave request, then the teacher shall advise the other Teachers and apply in writing as above to the Management Committee.
- Requests for special leave that are made or special leave that is taken without fully complying with this procedure will at the discretion of the Management Committee be treated as a breach of these personnel policies and incur disciplinary consequences.

PROFESSIONAL DEVELOPMENT

RATIONALE:

- All employees will be encouraged to undertake professional development training and education, in line with the areas identified during the appraisal process, and the needs of the Centre as identified through the appraisal process or by agreement with the Management Committee and the employee.

PROCEDURE:

- The Management Committee actively encourages its employees to undertake further training. There will be funding for training and professional development set aside in each year's budget, for each teaching employee.
- During the employee appraisal process, particular areas of concern or interest will be identified for targeting with further training or professional development.
- Information on prospective training or professional development courses should be discussed at staff meetings and further enquiries made about any courses of particular interest.
- Employees will consult with the Management Support person and Head Teacher regarding courses of training to be attended by the employee.
- The Management Committee does not need to approve particular training courses, unless they exceed the budget for the individual employee for training and professional development in a particular year. Courses which fall within the budget set aside for each employee may be approved by the Management Support person or Head Teacher.
- Paid leave is available for employees attending training or professional development courses, as governed by the employment contract. Reasonable notice must be given by the employee (to the Head Teacher) of an interest in a particular course, to allow for a relieving teacher to be organised.
- Details of courses attended and outcome will be followed up by the Management Support Person and Head Teacher and discussed at staff meetings.
- Employee's staff files will be updated with the details of any courses attended.

- Staff meeting time may be used for team professional development (involving all employees) with an approved provider at the discretion of the Management Support Person in conjunction with the Head Teacher.

TEACHER REGISTRATION

- The Centre encourages all teachers to become fully qualified. If the employee warrants that s/he is a fully qualified early childhood educator, and that s/he is registered, and will during the term of this contract maintain his/her registration with the New Zealand Teacher's Council (or any replacement body), the Centre will cover the costs of registration for the period the teacher is employed at the Centre.

HEALTH AND SAFETY

RATIONALE:

- The employer has a duty to ensure that all staff are aware of the Centre's policies and procedures in order to maintain a safe working environment. The Management Committee has an obligation to identify and control hazards in the workplace.

PROCEDURE:

- Staff are to inform the Head Teacher of any hazards they notice in the workplace.
- Staff are to record accidents in the Centre's accident register, and report the accident to the Head Teacher, who must take such action as may be necessary to alleviate any immediate risk to staff or children at the Centre.
- The Head Teacher is to report all accidents involving ACC payments to the Management Committee.
- Staff must familiarise themselves with their responsibilities, as regards emergency procedures and health and safety policies in the Centre.
- Health and safety issues are to be discussed as part of the annual appraisal.
- Employees will attend appropriate health and safety training courses where directed by the Management Committee.

SEXUAL HARASSMENT

RATIONALE:

- The employer has a duty to use its best endeavours to provide an environment free from sexual harassment. Sexual harassment occurs when there is verbal or physical conduct of a sexual nature, which is unwelcome and offensive, and serious or persistent, to the extent that it has a detrimental effect on the employee's working conditions, job performance or opportunities in the workplace.

PROCEDURE:

- Sexual harassment of employees in the workplace by Management, fellow employees, parents/whanau, or any other party with whom employees come into contact in the course of their work, will not be tolerated. The Management Committee will act to investigate and stop any sexual harassment reported.

- The sexual harassment of a fellow employee may constitute serious misconduct, justifying immediate termination of the employee's employment.
- A complaint about sexual harassment may be made to the Management Support person, Head Teacher or the Chairperson of the Management Committee. All such complaints must be passed on to the Chairperson of the Management Committee as representative of the employer.
- All complaints must have action initiated within 24 hours.
- All complaints are to be fully investigated by the Management Committee, applying the rules of natural justice if the complaint is against another employee.
- The Management Committee will attempt to resolve issue directly, taking into account its duty to provide the employee with a workplace that is free from sexual harassment.
- If the issue cannot be resolved by the Management Committee, the Management Committee is to consider using an outside facilitator, acceptable to all parties, to resolve the issue. The Management Committee may consult the Ministry for Business, Innovation & Employment, Work safe NZ, the Human Rights Commission and/or the Police for assistance in investigating and/or resolving the complaint.
- Details of the complaint and action taken and the final resolution to be recorded by the Management Committee.

DISCIPLINARY PROCEDURE

RATIONALE:

- To ensure that all complaints or competency concerns are resolved fairly, in accordance with natural justice and as promptly as possible.

PROCEDURE:

- The implementation of disciplinary procedure shall be prompt, consistent, and fair.
- Disciplinary action should not surprise the employee but shall be part of progressive, clearly understood procedure. Except in the case of serious misconduct, no warning of dismissal shall occur without the following procedures having been followed. Principles of natural justice shall apply to the process at all times.
- In determining an appropriate process, the employer must have regard to the nature and seriousness of the problem, the time-span over which the problem has arisen, the frequency of occurrence of the problem, the employee's work history, communications with the employee, any extenuating factors that the employer is or becomes aware of, and any implications for other employees.
- The disciplinary process shall commence with notice of the allegation being given to the employee. The employee must be informed that there will be an interview to discuss the allegation, as soon as practicable, taking into account the reasonable needs of the employer's representatives and those of the employee.
- Prior to any meeting with the employer, the employee shall be reminded of their right to have union representation or another support person with them.
- The interview with the employee shall be with either the Head Teacher and/or the Chairperson of the Management Committee where appropriate. The employment issue will be discussed, and the employee must be given fair opportunity to put their

side of the story forward. The employer must give fair and proper consideration to any explanation provided by the employee.

- After considering the problem and any explanation put forward by the employee, the employer must decide whether or not a disciplinary issue has been made out.
- Where it is determined by the employer that a disciplinary issue has occurred, the employer must then consider whether any disciplinary action is required, and if so what the response will be.
- An oral warning may be issued of which the prime purpose should be to avert further disciplinary action, provide counselling and engage co-operation in improvement. The warning should be witnessed and a written statement of the terms of the warning should be signed by the employee and recorded on file.
- The employee must at this stage be advised that formal disciplinary procedures have been invoked and dismissal could ensue if the problem continues.
- A further breach of the employee's employment obligations, or other failure to meet the conditions of the first warning, within the specified time period shall lead to further interview and (if the employer is satisfied that a further disciplinary issue has been made out) a written warning confirmed as final and clearly stating the date, the problem, the corrective action required, the consequences if not corrected, reference to previous warning and the date of review. A copy of the written warning will be provided to the employee, and also placed on the employee's file.
- All warnings shall carry a specific time period related to the nature of the problem but not exceeding 6 months.
- Failure to meet the conditions of a second warning may lead to dismissal in writing with one month's notice (or whatever period is required under the relevant employment contract), or payment in lieu.

SERIOUS MISCONDUCT

- Serious misconduct by the employee may include, but is not limited to:
 - Any act or omission by an employee which prejudices the operation and safe conduct of the Centre's and/or the wellbeing of any child attending the Centre;
 - Fraud, theft or dishonesty;
 - Assault, violence;
 - Breach of confidence,
 - Refusal to carry out duties because of the influence of non-prescription drugs or alcohol;
 - Ignoring safety procedures or otherwise placing at risk the safety and wellbeing of children.
- In the case of allegations of serious misconduct, the employee may be suspended with or without pay, pending investigation, and where such allegations are substantiated the employee may be immediately dismissed.
- Where investigation shows the particular allegations to be without substance, a suspended or relocated employee is entitled to resume normal duties and be reimbursed for any loss of pay.

PERSONAL GRIEVANCES

RATIONALE:

- To ensure that all staff are aware of their rights to have any personal grievance treated in a reasonable, prompt and consistent manner.

PROCEDURE:

- All personal grievance complaints must be made known by the employee to the Management Committee (in the first instance to the Chairperson, unless otherwise inappropriate).
- In the event of a personal grievance being notified, or of any dispute arising concerning the interpretation, operation or application of any terms of employment, the provisions set out in the first and second schedules of the Employment Relations Act October 2000 will apply. The employee's attention is drawn to the 90 day time limit for notifying a personal grievance (refer back to employment contract).

Approved by

Date Approved: July 2018

Review Date: July 2020

NGAIO CHILDCARE CENTRE INC.

POLICY 31: EMPLOYMENT RELATED MATTERS (supplementary to the personnel policies appended to all employment contracts)

GOOD EMPLOYMENT PRACTICES

RATIONALE:

- The Management Committee wishes to be a good employer. It will operate according to the Employment Relations Act 2000, general employment policies and the personnel policy (to be appended to all employment agreements with staff) containing provisions generally accepted as necessary for the fair and proper treatment of employees, in all aspects of their employment.

PROCEDURE:

- The Management Committee will continue to review and develop policies related to staff employment, which include provision for:
 - Good and safe working conditions,
 - Equal employment opportunities,
 - The impartial selection of suitably qualified persons for appointment,
 - Opportunities for the ongoing professional development of the abilities for the individual employee.
 - Recognition of the aims and aspirations, and the cultural differences of ethnic and minority groups.
 - Recognition of the special needs of individual staff members,
 - Provision of a suitable “site” individual employment agreement for all staff members.
- The Management Committee will employ a suitable proportion of qualified staff, who understand children and their development, and enhance the quality of the programme provided.
- Staff will be required to engage with appropriate advisory support, undergo staff development and in service training to enhance their performance.

STAFF APPOINTMENTS

RATIONALE:

- To ensure that appointments are made on a fair and equitable basis and that the Centre has the best qualified staff available for the job.

PROCEDURE:

- Identify job to be advertised by the Management Committee including job description, salary range, personal specifications, hours of work and qualifications required.
- Advertisements to be placed in the Education Gazette and local “circular” newspapers, and if necessary the major Wellington daily newspaper and/or using online advertising options such as TradeMe Jobs.
- All applications are to be made formally in writing with a CV. A telephone contact will be provided for further information to be obtained by prospective applicants. This will be given to the Staff Liaison officer.
- The interview panel will meet and select the most suitable candidates to be interviewed. All candidates selected will be invited to attend the Centre during a session prior to the interview.
- All staff appointments to be made through an interview process conducted by the Staff Liaison officer and one other Management Committee member, in consultation with the Head Teacher. The selection of the preferred candidates must be made by the Management Committee, on recommendation from the interview panel. Reference checks will be completed prior to an offer being made to the preferred candidate.
- All prospective candidates must hold some level of current registration that includes a police vetting. If a non-registered applicant is being considered for a position then a police vetting must be undertaken prior to employment, Refer to Appendix A.
- A job offer will be put to the preferred candidate including rate of pay, start date and an up-to-date employment agreement.
- The Chairperson of the Management Committee, or his or her nominee will be responsible for negotiating and documenting the employment offer once accepted, and also for informing unsuccessful candidates verbally or in writing as appropriate.

EQUAL EMPLOYMENT OPPORTUNITIES

RATIONALE:

- To ensure that all staff have equal employment opportunities within the Centre.

PROCEDURE:

- In considering prospective candidates for employment at the Centre, and in its dealings with existing staff as employer, the Management Committee will ensure that:
 - work opportunities are based only on skills and abilities, with accommodation made where necessary to assist employees to achieve their potential within the Centre;
 - appointments and promotions are determined on merit, regardless of sex, marital status, family responsibilities, sexual orientation, disability, religion, race or ethnic origin (in accordance with the Human Rights Act).
- The Management Committee recognises the rights of disabled people to employment. Efforts shall be made to offer employment and to make the Centre a positive, welcoming and practically designed workplace, recognising their special needs (where physically possible within the constraints of a small Centre).
- The Management Committee will ensure that all employees have equal access to training opportunities provided by the Centre.

- In the interests of attracting and retaining staff, suitable provisions will be developed to accommodate domestic responsibilities with paid work, including where practical, flexible work practices.

RELIEVING STAFF

RATIONALE:

- To ensure that the correct ratio of adults to children is maintained at all times and that the safety of the children is paramount.

PROCEDURE:

- The Head Teacher has the responsibility of arranging for relieving staff where a staff member is absent from the Centre (whether by arrangement in advance, or because of illness or other unforeseen event).
- Relievers will be sourced firstly from the internal relievers list, or if none available from a relievers agency, to ensure that all relieving staff have appropriate qualifications and have been police vetted.
- A relief teacher will never be left alone with children.
- A relief teacher will never be required to do nappy changing or toileting duties.
- New relievers will be given an overview of the safety procedures, policies and daily routines, found in the blue policies folder.

Approved:

Date Approved: June 2018

Review Date: June 2020

NGAIO CHILDCARE CENTRE INC.

POLICY 32: PRIVACY

REFERENCE: The Privacy Act 1993

RATIONALE:

All employees of the Ngaio Childcare Centre (“the Centre”) and children attending the Centre have rights under the Privacy Act 1993 in relation to the protection, access and update of personal information. Children (and their guardians) and employees have the right to expect the Centre to comply with the legislation in relation to the collection, use, storage and disclosure of information about them.

OBJECTIVE:

The Centre is committed to ensuring the privacy of individuals is protected in accordance with the Privacy Act 1993. This policy seeks to outline the procedures for the handling of all personal information by the Centre.

PRIVACY PRINCIPLES:

The Privacy Act establishes principles relating to the handling of personal information as follows:

- collection of personal information (parts 1 – 4);
- storage and security of personal information (part 5);
- requests for access to and correction of personal information (parts 6 and 7, plus parts 4 and 5 of the Act);
- accuracy of personal information (part 8);
- retention of personal information (parts 9);
- use and disclosure of personal information (parts 10 and 11);
- using unique identifiers (part 12).

What it means for the Ngaio Childcare Centre

The Centre collects and stores the personal information of various individuals including children and their parents, guardians and families, as well as staff and contractors. The Centre must comply with the Privacy Act with regard to the collection, use, storage and disclosure of personal information.

Collection of information

Children

All children attending the Centre have a personal and secure online Story Park profile, which parents are responsible for and they contain written and visual materials regarding to that child’s experiences while attending the Centre.

The Centre also collects personal information in the form of an enrolment form which contains parent/guardian contact details, custodial issues, medical and special needs, immunisation certificates and attestations for 20 hours ECE. This information is for health and safety requirements as well as operational and administrative purposes such as funding and licensing obligations.

Employees

Each employee has a personal file which may include the following information - job applications, resumes and employment agreements and performance assessments. It may also contain any correspondence between the Centre and the employee.

Storage and security of information

ChildrenAll personal information relating to the children is stored in lockable filing cabinets at the Centre. This includes; enrolment forms, immunisation registers, individual development plans and special education services notes, observations, minutes of any meeting in relation to a child and applications.

All personal information relating to children attending the Centre will be kept securely and remain confidential. The only exception to this is where the parent/guardian has consented in the enrolment form to allow the Centre to take photos of their child and place them on the Centre's website.

Employees

Personal files of employees are stored in a safe within the lockable filing cabinet at the Centre.

Personal files must not be copied without first obtaining the consent of the employee concerned. For the purpose of ensuring that all risk associated with the maintenance of these files is minimised, the files should not be permanently moved from the Centre. Direct access to these files is limited to the head teacher, privacy officer and members of the centre committee. Personal files may also be seen by audit staff and authorised administration staff (both internal and external) in the course of carrying out financial audits and reviews of the Centre.

Information relating to performance assessments, bonuses, payroll data or any other information relating to an employee's financial situation or job performance are secured in a locked safe, which is locked in a filing cabinet in the Centre's office.

All papers and correspondence relating to employees containing personal information will be sealed in personally addressed envelopes.

Other

All other personal information (ie relating to contractors, quotes, etc) is held in the locked filing cabinet in the Centre's office.

The Centre retains personal information required for funding purposes for a minimum of 7 years.

Requests for access to and correction of personal information

All children attending the Centre or employees of the Centre have the right to access their personal information held by the Centre.

Children's personal information can be given only to the child, the child's legal guardians and to the people granted consent on the enrolment form.

Employees and children may request to view their personal file and if there is any information that is incorrect they may request to have it corrected by contacting the Privacy Officer in writing. If the information held is inaccurate, incomplete or not up to date the individual may request the Centre to correct the information.

Employees of the Centre may request to see their personal file by asking the head teacher. From time to time the Centre may be asked to provide information to someone either internally or externally about a child, an employee, or someone else about whom the Centre holds personal information. If the requester of the information does not have the permission of the individual concerned or they have not informed the individual that they are seeking the information then they do not have authority to access the information and are in breach of the Act. If there is any doubt, the privacy officer must be consulted. As a general rule, if the information is available in the public arena then this information may be released.

There may also be an occasion whereby a third party, such as The Ministry of Education, requests the Centre to give an opinion on a child's performance. Before replying, the Centre must confirm that the parent (or guardian) of the child concerned has given permission for this to happen.

If consent has been obtained for disclosure of personal information then the information should be delivered in such a way that unnecessary personal information belonging to that child or others is not accidentally disclosed, e.g. blocking out unnecessary information or the children's names.

In the case of managers seeking feedback from other persons in respect of employees during the performance review process it is necessary to obtain the permission of the employee who is being reviewed before proceeding.

With the introduction of the State Sector Act 1988, personal files are not normally transferred between Public Service Departments. Managers are to ensure that authority is obtained from the individual concerned before a personal file is sought from another government department.

Complaints

The Privacy Act provides for individuals to make a complaint to the Privacy Commissioner or an Ombudsman if they consider there has been an interference with their privacy.

However, the Centre will attempt to resolve internally any complaints by children, parents or staff in relation to the Privacy Act.

Privacy officer

Karen Jones

Management Support Person

It is the Privacy Officer's responsibility to

- a) use information collected for the purpose it was collected;
- b) ensure personal information is securely stored;
- c) ensure information collected is accurate;
- d) make available to a person information held about them.

Approved by:

Date approved: August 2018

Review Date: August 2020

NGAIO CHILDCARE CENTRE

POLICY 33: FINANCIAL MANGEMENT POLICY

REFERENCE: *Education (Early Childhood Services) Regulations 2008. 47, Criteria GMA9*

RATIONALE:

The Management Committee of the Ngaio Childcare Centre Inc. ('the Centre') wishes to ensure the Centre's financial accountability and long term financial sustainability through:

- Complete and accurate financial records;
- Timely monitoring and reporting of financial results; and
- The application of funding towards achievement of the Centre's goals and strategic management plan.

ROLES AND RESPONSIBILITIES:

This section of the policy outlines the roles and responsibilities of the: Financial Administrator, Treasurer, Management Committee, Chair of the Management Committee and Head Teacher. Further details of how these roles and responsibilities are to be implemented are contained in the subsequent sections of the policy, namely the sections on Budgeting and Reporting, and Financial Controls.

FINANCIAL ADMINISTRATOR

The Centre has appointed its own external Financial Administrator. The Financial Administrator is responsible for the day-to-day financial administration of the Centre.

The aim of this section of the policy is not to detail all tasks performed by the Financial Administrator, (these are too many, and evolve over time as circumstances change), but to outline key areas for which the Financial Administrator is responsible:

Complete and accurate financial records, including:

- Maintaining the general ledger;
- Annual budget;
- Quarterly forecasts;
- Monthly Accounts; and
- Audited Annual Financial Statements.

Timely monitoring and reporting, including:

- Detailed monitoring of financial transactions as part of the day-to-day financial administration of the centre;
- Implementation of budgeting and reporting procedures; and
- Implementation of financial controls.

Ministry of Education Funding, including:

- Completing RS7 forms.

Accounts Receivable, including:

- Complete and accurate invoicing of fees each term;
- Providing parents with annual tax receipt for donations ; and
- Monitoring and following up outstanding debtors.

Fixed Assets (>\$500)

Accounts Payable, including:

- Ensuring invoices are correctly authorized in accordance with the Centre's Delegated Financial Authorities; and
- Payment of invoices, in accordance with legal requirements.

Payroll, including:

- Fortnightly payment of wages/salaries in accordance with individual employment contracts;
- Fortnightly provision of payslip to staff;
- Compliance with IRD requirements e.g. PAYE, Kiwi Saver, Student Loans, Child Support;
- Compliance with ACC requirements; and
- Maintaining appropriate Payroll records, in accordance with legal requirements.

Banking, including:

- Receipts and payments (cheque/internet);
- Monitoring cashflows;
- Ensuring cheques signatories are up-to-date (the Financial Administrator is a signatory);
- Securely storing chequebooks; and
- Bank reconciliations.

GST

- Completing GST returns

TREASURER

The primary role of the Treasurer is financial governance and oversight. The Treasurer is

the key link between the Management Committee and the outsourced financial administration of the Centre. The role includes:

- Input to the Annual Budget.
- Monitoring of financial reporting.
- Regular liaison with the Financial Administrator.
- Communication of relevant information arising from this monitoring role to the Management Committee.

- Input to the Management Committee decision making process in relation to both financial matters and the financial impact of operational matters.
- Communication with the Auditor to discuss the outcome of the annual audit and any matters arising.
- Committing the Centre to incur expenditure in accordance with the Centre's Delegated Financial Authorities.
- Authorising invoices for payment in accordance with the Centre's Delegated Financial Authorities.
- Review of bank statements, bank reconciliations and cash/cheques received at the centre.
- Review and update of this Financial Policy, as required, or at least bi-annually.
- The Chair is required to complete the annual return to the Charities Commission.

MANAGEMENT COMMITTEE/CHAIR

The role of the Management Committee/Chair is a monitoring and decision making role. The role includes:

- Input to, review and approval of the Annual Budget.
- Monitoring of financial reporting.
- Reviewing and approving the audited Annual Financial Statements.
- Communication of the audited Annual Financial Statements (once approved by the Management Committee) to parents.
- Committing the Centre to incur expenditure in accordance with the Centre's Delegated Financial Authorities.
- Authorising invoices for payment in accordance with the Centre's Delegated Financial Authorities.
- Authorising the Centre to enter into contracts. (The chair is responsible for signing Contracts on behalf of the Centre).
- Evaluating the financial impact of operational decisions to be made by the Management Committee.
- Ensuring that the Centre maintains a conservative level of financial reserves, so as to help ensure the continued financial sustainability of the Centre e.g. in the event of an unexpected shortfall in income or increase in expenditure.
- Taking appropriate action to prevent a deficit (either budgeted or actual) eventuating e.g. by raising additional income/decreasing non-essential expenditure.

HEAD TEACHER

The role of the Head teacher is both an operational and monitoring role. The responsibilities of the Head Teacher (in their role as a teacher, as opposed to their role as Management Committee members) includes:

- Ensuring the roll is maintained at full capacity, having reference to staff ratio

requirements for the age of children at the Centre, so as to maximize Ministry of Education funding.

- Maintaining accurate records of child attendance numbers and staff hours, for completion of RS7 forms by the Financial Administrator.
- Completing relevant sections of WINZ forms.
- Maintaining and monitoring relief staff levels in accordance with recommended ratios.
- Input into the Annual Budget.
- Authorising invoices for payment in accordance with the Centre's Delegated Financial Authorities.
- Receipt of cash and cheques at the Centre, including their secure storage.
- Maintaining a file of financial information, including the annual budget, month-end accounts and the audited Annual Financial Statements, such that this information is readily available for parents to review, should they request it.
- The Head Teacher is a cheque signatory.
- Maintaining a list of fixed assets <\$500 (the financial statements records those >\$500), and photographing all fixed assets for insurance purposes.

BUDGETING AND REPORTING

This section of the policy documents procedures for the preparation and review of the Annual Budget, Monthly Accounts, and the audited Annual Financial Statements. It further clarifies how the roles and responsibilities documented in the previous section are to be implemented.

ANNUAL BUDGET

- An annual budget will be prepared prior to the end of the financial year, with a view to ensuring the financial sustainability of the Centre, and the achievement of the Centre's goals.
- The financial Administrator will be responsible for the preparation of the Annual Budget.
- If initial indications are that the Centre will be budgeting a deficit, the Management Committee must take appropriate action to prevent a deficit eventuating e.g. by raising additional income/decreasing non-essential expenditure.
- The budget process shall include consultation with the Management Committee (in particular the Treasurer and the Chair) and teachers.
- The Annual Budget will be reviewed, and if considered appropriate, approved by the Management Committee prior to the commencement of the new Financial Year.

MONTHLY ACCOUNTS

- The Financial Administrator shall prepare and present financial accounts at each Management Committee meeting. The accounts will be for the month-end closest to the date of the Management Committee meeting, unless the meeting falls within the first half of the month, in which case the accounts

will be for the prior month-end, so as to allow sufficient time for account preparation. The accounts will include a:

- Year to Date Profit and Loss Account showing variances to budget;
 - Balance Sheet;
 - List of expenditure (this list will cover the period between the dates of the accounts presented at the current meeting and those presented at the immediately previous meeting); and
 - Commentary to the accounts explaining key points (e.g. significant variances to budget) and documenting any issues arising from the detailed monitoring of financial transactions as part of the day-to-day financial administration of the Centre.
- Forecasting of revenue and expenditure shall be undertaken on at least a quarterly basis, or as considered appropriate by the Financial Administrator and Treasurer. Any significant variances to budget shall be reported in the Management Committee, and the budget updated to reflect the change(s) in expectations.
- The reports presented to the Management Committee will be reviewed and approved by the Treasurer prior to presentation to the rest of the Management Committee.
- The Financial Administrator is responsible for monitoring the cashflow of the Centre. Cashflow statements/forecasts shall be prepared for presentation to the Management Committee on an as required basis e.g. if the Centre was experiencing cashflow difficulties or if required for budgeting purposes.
- The Head Teacher will maintain a file of financial information, including the annual budget, month-end accounts and the audited Annual Financial Statements, such that this information is readily available for parents to review, should they request it.
- The Treasurer will liaise regularly with the Financial Administrator, in relation to both monitoring of the monthly accounts, and any other financial issues that arise.
- When making operational decisions, the Management Committee is responsible for evaluating the financial impact of these decisions.
- The Management Committee must ensure that the Centre maintains a conservative level of financial reserves, so as to help ensure the continued financial sustainability of the Centre e.g. in the event of an unexpected shortfall in income or increase in expenditure.
- If monitoring and review of the monthly accounts indicates that the Centre is facing financial difficulties, the Management Committee must take appropriate action to prevent a deficit eventuating e.g. by raising additional income/decreasing non-essential expenditure.
- All financial records of the Centre will be kept for a minimum of seven years.

ANNUAL FINANCIAL STATEMENTS

- The Financial Administrator shall prepare a set of Annual Financial Statements, including:
- Profit and Loss Account;
 - Balance Sheet;

- Statement of Movements in Equity; and
 - Notes to the Accounts.
- The Ministry of Education requires the Annual Financial Statements be independently audited.
An independent Auditor will be appointed annually by the Management Committee, at its Annual General Meeting.
 - The Financial Administrator shall liaise with the Auditor, and provide them with required information, to ensure that the Annual Financial Statements are audited in a timely manner – no later than 180 days after the Centre’s balance date.
 - At the conclusion of the Audit (and prior to the presentation of the audited Annual Financial Statements to the Management Committee), the Financial Administrator will speak separately with the Auditor to discuss the outcome of the audit and any matters arising who will then pass on to the Treasurer.
 - The audited Annual Financial Statements will be presented to the Management Committee for their review and approval. This approval will be documented and minuted.
 - The audited Annual Financial Statements must be submitted to the Ministry of Education by 30 June the following year. The Financial Administrator will be responsible for this.
 - The Ministry of Education requires the Centre to make its financial reports available to the community (parents, staff and whanau) within 180 days. In order to achieve this the audited Annual Financial Statements (once reviewed and approved by the Management Committee) shall be posted on the Centre noticeboard or provided to parents by either hardcopy or email. The Management Committee is responsible for determining how best to communicate the audited Annual Financial Statements to parents at its Annual General Meeting.
 - The Treasurer of the Management Committee will complete the annual return to the Charities Commission. The Financial Administrator will forward the financial information required to complete this return to the Treasurer.

FINANCIAL CONTROLS

This section documents controls in place to help ensure the completeness and accuracy of financial records, and the financial accountability of the Centre. The size of the Centre places significant constraints on its ability to completely segregate roles and responsibilities in relation to financial administration. However, the Centre has worked to implement monitoring controls that enhance the financial control environment and ensure a cohesive link between the Management Committee and the outsourced financial administration of the centre. There are three levels of monitoring and reporting (further documented in the previous section on budgeting and reporting):

- Detailed monitoring and reporting by the Financial Administrator;
- Oversight by the Treasurer and the Management Committee; and
- Independent auditing of the Annual Financial Statements.

In conjunction with these three layers of monitoring and reporting, the Centre has implemented the key financial controls detailed below.

DELEGATED FINANCIAL AUTHORITIES (DFAs)

- The DFAs in the table below document the maximum amount that each person may:
 - Commit the centre to incur expenditure i.e. by ordering a product/service; and
 - Authorise (i.e. sign and date) invoices as approved for payment.
- All invoices must be authorized in accordance with the DFAs documented below, prior to payment by the Financial Administrator.
- The person(s) responsible for authorising the invoice must be satisfied that the expenditure is valid and accurate. This may require consultation with others e.g. staff.
- No invoices are to be approved by the person that incurred the expense e.g. a Head Teacher cannot approve their own expense/claims, the person who orders a product/service must not sign the invoice for the product/service they ordered.

Person(s)	DFA (\$)	Comments
Head Teacher	\$200 within approved Annual Budget	The Head Teacher must not sign for expenditure they incurred. This can be signed by another authorized teacher.
Treasurer and Chair	\$400 within approved Annual Budget \$250 NOT within approved Annual Budget	Both the Treasurer and Chair must sign <i>unless</i> one of them incurred the expenditure. In this case the Secretary of the Management Committee must sign the invoice in place of the person who incurred the expenditure. For expenditure that is NOT within budget, the Treasurer/Chair shall consult with the Financial Administrator prior to approval.
Management Committee	>\$400 within approved Annual Budget >\$250 NOT within approved Annual Budget	Approval must be documented and minuted. Approval will ideally occur at a Management Committee meeting. However, if

		<p>approval is urgently required, it can be obtained via email, and documented and minuted as part of the next meeting.</p> <p>For expenditure that is NOT within budget, the Management Committee shall consult with the Financial Administrator prior to approval.</p>
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ENTERING INTO CONTRACTS

- From time to time the Centre may enter into a Contract e.g.
 - An employment contract;
 - A contract for services; or
 - A lease agreement.
- Prior to entering into the Contract it must be reviewed and approved by the Management Committee. This approval must be documented and minuted.
- If considered necessary, the Management Committee may elect to have the Contract reviewed by an external party, with appropriate expertise, prior to review and approval by the Management Committee itself.
- The Chair of the Management Committee shall be responsible for signing the Contract on behalf of the Centre, subsequent to approval by the Management Committee.

CASH/CHEQUES RECEIVED AT THE CENTRE

- The majority of fees are paid by internet banking, but a few are paid by cash/cheque.
- The Head Teacher (or other authorised teacher) is responsible for cash/cheques received at the Centre.
- A receipt must be issued and signed (by the Head Teacher/other authorised teacher) for all cash/cheques received.
- The Head Teacher must ensure all cheques received are restrictively crossed and securely stored at all times, as follows:
 - Cash/cheques will be stored in a locked cash box, to which only the Head Teacher will have the key/know the combination code.
 - The locked cash box will be stored in the locked filing cabinet.
- Cash/cheques received will be collected and banked by the Financial Administrator, weekly, or more frequently if the amount of cash/cheques on hands exceeds \$1,000.00. (The Head Teacher is to advise the Financial Administrator if this limit is reached).
- When collecting the cash/cheques the Financial Administrator will review the receipt book to ensure the completeness of the money to be banked.

The Financial Administrator will sign the Centre’s copies of receipts for all monies they have collected to bank.

- All cash/cheques are to be banked using the bank deposit book forms.
- The Treasurer will spot check cash/cheques quarterly to ensure they have been banked. Those receipts verified are to be signed.

INTERNET BANKING

- The Financial Administrator has sole access to internet banking on behalf of the Centre.
- The Financial Administrator must not disclose passwords/access codes to any other person(s).

BANK STATEMENTS

- The Centre has two Westpac banks accounts – a cheque account and a savings account.
- Westpac sends two copies of bank statements – one to the Financial Administrator, and another to the Centre (for the Treasurer).
- Cheques account statements are weekly, savings account statements are monthly.
- The Treasurer will review transactions on the bank statements for reasonableness, sign and date the statements.

BANK RECONCILIATIONS

- Bank balances in the General Ledger are reconciled to statements received from the bank. (Cheque account weekly, savings account monthly).
- Bank reconciliations are provided to the Treasurer for their review. The Treasurer will sign and date each bank reconciliation as reviewed and file them in the filing cabinet at the Centre.

This Financial Policy has been reviewed and approved by the Management Committee	
Treasure: _____	Chair: _____
Signature: _____	Signature: _____
Date: <u> August 2017 </u>	Date: <u> August 2019 </u>
Next review due in two years from date of approval	

NGAIO CHILDCARE CENTRE INC.

POLICY 34: ICT AND CYBERSECURITY POLICY 2015 (Summary)

TE WHAARIKI:

Well-being, Goal 3: Children, families and employees experience an environment where they are kept safe from harm.

Belonging, Goal 4: Children, families and employees experience an environment where they know the limits and boundaries of acceptable behaviour.

Ref. : Education (Early Childhood Services) Regulations 2008, Netsafe NZ, Reg. 43(a)(ii), Criteria C12.

RATIONALE:

At Ngaio Childcare Centre we recognise the importance of ICT to the learning of the children and the professional development of teachers. At Ngaio Childcare Centre we recognise and respect families and teachers' individual rights in protecting their privacy.

PROCEDURE:

- Permission is sought via a signed enrolment form and separate permission form for the use of children's digital images for the purposes of programme planning, and publications including newspapers, resource books, handouts etc, and for events such as parent workshops and community events.
- The use of ICT devices should be for the support or documentation of play and learning that occurs at the centre.
- Ngaio Childcare Centre employees may incorporate ICT devices in the encouragement of active play.
- Ngaio Childcare Centre employees will review and approve all software, applications and media prior to use in the learning environment. This is to mitigate exposure to violent or adult themes and excessive advertising.
- Ngaio Childcare Centre employees will consider content, context and children involved for appropriate use of ICT devices.
- Ngaio Childcare Centre employees will not permit children to use any ICT devices without supervision nor for purposes other than education, learning or appropriate play.
- ICT devices that encourage excessive sedentary and passive screen time will be limited in use with all children.
- Student teachers are required to seek and gain signed parental permission for assignments when documenting their experiences with children at Ngaio Childcare Centre.
- Separate written consent will be sought for any children involved in research undertaken in the centre.
- Ngaio Childcare Centre employees recognise the privacy of their colleagues and will seek consent before using images of their colleagues on social networking sites such as Facebook.

- Ngaio Childcare Centre employees recognise the privacy of the families attending the Centre and will not use any images of children attending the Centre on social networking websites such as Facebook, unless they have given written permission.
- We ask that parents also do not place images of Ngaio Childcare Centre events on social networking sites if children other than their own are visible in the picture.
- Teachers will remain professional when interacting with parents on social networking sites such as Facebook and Twitter etc. and will comply with the professional conduct expectations.
- Ngaio Childcare Centre employees understand that photographic and video footage of children's learning experiences recorded on digital devices (either personally owned or the property of the Centre) such as mobile phone, ipads, and other recordable electronic equipment will only be used in a professional manner within the context of learning stories, Centre documentation, and session planning.
- Ngaio Childcare Centre is using online Portfolios through Storypark. Parents will be kept up to date with developments and decision-making regarding portfolios. Privacy and cybersecurity will remain paramount while using online portfolios.
- All relevant ICT devices, data and images remain the property of Ngaio Childcare Centre. Teachers are required to read through and sign the extended version of this policy and ensure responsible, professional and secure use of ICT devices at all times.

Appendix 1: This document states in detail the Ministry of Education requirements for ECE Centres in ICT Infrastructure and Cybersecurity.

<http://www.educate.ece.govt.nz/~media/Lead/Files/EarlyChildhoodICTStandardsNetworki ngv04Part1.doc>

Appendix 2: Ngaio Childcare Centre ICT Policy (Extended Version / Employee Agreement)

Approved by:

Date Approved: September 2018

Review Date: September 2020

ICT in Assessment for Learning at Ngaio Childcare Centre

The principles of Te Whāriki apply to both assessment and curriculum, and the assessment of children's participation through using ICT keeps this in mind. Assessments provide useful information for teachers, families, and children, enabling and informing pedagogy. Assessments take place in the same contexts of meaningful activities and community practices that have provided the focus for curriculum. Families are included in the assessment and in the evaluation of learning opportunities. Family voices are sought, and "funds of knowledge" from home and community are acknowledged and included. ICT is about communication and, therefore, about relationships. Assessment is sited in responsive and reciprocal relationships. ICT assists teachers with the documentation of children's learning and facilitates the provision of more interesting, authentic, and immediate data for assessments. At Ngaio Childcare Centre the thoughtful professional use of ICT in assessment and programme planning enriches both the children's learning, and community and family connections.

CYBERSAFETY AT NGAIO CHILDCARE CENTRE

The Internet, and Information and Communication Technologies (ICT) play an increasingly important role in children's learning, and in the administration of ECE centres.

The Management Committee of Ngaio Childcare Centre (NCC) endeavours to meet all its responsibilities as outlined in the License/Regulations and relevant legislation for the physical and emotional safety of the children attending its centre, and its responsibilities to employees and/or other personnel assisting in the running of the centre. This includes the need to establish and maintain the cybersafety of the centre environment.

This policy has been developed as part of the Ngaio Childcare Centre cybersafety programme, and is designed to:

- educate teachers about cybersafety issues
- provide guidance regarding the safe and responsible use of ICT at NCC
- outline the nature of possible consequences associated with breaches of the NCC cybersafety policy, which may undermine the safety of the centre's environment.

RATIONALE:

- 1) The Management Committee of Ngaio Childcare Centre acknowledges that:
 - a) The Internet, and Information and Communication Technologies (ICT) play an increasingly important role in the learning of children in the ECE sector, and in the administration of ECE services
 - b) the establishment and implementation of a cybersafety policy and cybersafety use agreements for CENTRE PERSONNEL AND PARENTS/WHANAU & CAREGIVERS:
 - b.i) contributes to the provision of a safe learning environment which fosters children's emotional, physical and social development as described in the Education (Early Childhood Centres) Regulations 2008
 - b.ii) contributes to the maintenance of a safe work environment and a safe environment for visitors under the Health and Safety in Employment Act 1992
- 2) assists Ngaio Childcare Centre to meet its obligations to deliver curriculum which promotes the health of children, nurtures children's well-being, and keeps children safe from harm as expressed in the Licensing Criteria and 2008 Ministry of Education Regulations
- 3) the policy document and related use agreements are not intended to be exhaustive documents containing all relevant rights and obligations that may exist in legislation to regulate use, storage and dissemination of information.

OBJECTIVES:

This policy will assist Ngaio Childcare Centre to:

- a) meet its legal obligations as outlined in the previous section
- b) provide guidance to teachers/staff, parents/Whanau and visitors regarding the safe and responsible use of ICT at Ngaio Childcare Centre or at related activities
- c) educate members of the Ngaio Childcare Centre community regarding the safe and responsible use of ICT.

DEFINITION OF CYBERSAFETY:

Management uses the following definition of Cybersafety at the centre:

- a) the safe and responsible operation/use, at any time, on *or* off the centre site, and by any person, of the *centre's* Internet facilities, network, and associated ICT equipment/devices, such as computers and laptops, digital cameras, mobile phones, and other devices noted on the cover of this document
- b) the safe and responsible use by anyone, of any *privately-owned* ICT equipment/devices on the centre site, or at a centre-related activity.

Note that examples of a 'centre-related activity' include, but are not limited to, a field trip, camp, sporting or cultural event, *wherever its location*.

CYBERSAFETY PRACTICES AT NGAIO CHILDCARE CENTRE:

1) The Ngaio Childcare Centre programme of cybersafety

Management requires that the Centre Manager puts in place a cybersafety programme. This programme should include:

- a) This cybersafety policy, and signed agreements for employees and families of enrolled children
- b) security systems which represent good practice including;
 - b.i) updated anti-virus software
 - b.ii) updated firewall software or hardware
 - b.iii) updated anti-spyware software
 - b.iv) regularly patched operating systems
 - b.v) secure storage of ICT equipment/devices
- c) cybersafety education for educators and other personnel, children, and for the centre's community (this may include NetSafe pamphlets, and NetSafe training modules developed specifically for the ECE sector).

2) Permitted use

Use of the Ngaio Childcare Centre computer network, Internet access facilities, computers and other centre-owned ICT equipment/devices (including mobile phones) on or off the centre site, is restricted to:

- a) Ngaio Childcare Centre teachers/staff who have signed this cybersafety use agreement
- b) parents/whanau of enrolled children, and/or other visitors who have signed this appropriate Ngaio Childcare Centre cybersafety use agreement
- c) persons contracted to carry out work at the centre *and* at the discretion of the Centre Head Teacher such as trades people or technicians
- d) centre-related activities only
- e) personal usage by teachers (such as professional development) which is appropriate (see point 5) to the centre learning environment and is of a reasonable amount.

3) Parents/caregivers consent for children to use ICT

The enrolment procedure clearly indicates that by enrolling their child, parents and caregivers agree to their child using or being involved with the use of ICT as part of the learning environment.

4) Privately-owned/leased ICT equipment/devices

Use of *privately-owned* ICT equipment/devices (including mobile phones) at the centre or any centre-related activity is restricted to activities which are appropriate to the centre learning environment. This includes storage of any images or material on such devices.

5) Appropriateness of use and content to Ngaio Childcare Centre learning environment

The Centre Head Teacher will provide guidelines as to what is considered appropriate to the centre learning environment, including the taking of photographs or video.

6) User accounts and passwords

Access to the centre's computer network, computers, ICT equipment/devices, and Internet access facilities, requires a password protected personal user account.

It is important that passwords are strong. It is recommended that a password:

- a) uses a combination of upper and lower case letters, numbers and other characters
- b) is a minimum of 8 characters in length
- c) is changed regularly.

7) Filtering and monitoring

- a) The centre may utilise filtering and/or monitoring software where appropriate, to restrict access to certain websites and data, including email
- b) The centre reserves the right to monitor, access, and review all use of centre-owned ICT equipment/devices. This includes personal emails sent and received using the centre's computers and/or network facilities, either during or outside centre hours.

8) Ownership of electronic files or data

Any electronic data or files created or modified for the purpose of completing work on behalf of Ngaio Childcare Centre on any ICT, regardless of who owns the ICT, are the property of Ngaio Childcare Centre.

9) Auditing

- a) The Management Committee may from time to time, at its discretion, conduct an audit of its computer network, Internet access facilities, computers and other centre ICT equipment/devices.
- b) Conducting an audit does not give any representative of Ngaio Childcare Centre the right to enter the home of teachers/staff, nor the right to seize or search any ICT equipment/devices belonging to that person.

10) Performing work-related duties at home using privately-owned equipment/devices

Where it is necessary for teachers or parents/whanau to regularly perform centre-related duties (e.g. centre accounts or official correspondence) on privately-owned ICT equipment/devices at home, this work should be authorised by the Management Committee.

11) Inappropriate activities/material

- a) Ngaio Childcare Centre will take all reasonable steps to filter or screen all material accessed using the centre's network or Internet access facilities. However when using a global information system such as the Internet, it may not always be possible for the centre to restrict access to all such material. This may include material which is **inappropriate** in the centre learning environment, **dangerous**, or **objectionable** as defined in the Films, Videos and Publications Classification Act 1993.
- b) While using the Ngaio Childcare Centre network, Internet access facilities or ICT equipment/devices, **or using any privately-owned ICT equipment/devices at the centre or at any centre-related activity**, no person may:
 - b.i) initiate access to, or have involvement with, inappropriate, dangerous, illegal or objectionable material or activities
 - b.ii) save or distribute such material by copying, storing or printing
- c) Accidental access to inappropriate material:
By parents, caregivers or other visitors

In the event of accidental access to any inappropriate material by parents/whanau, or other visitor, one of the Teachers should be consulted. Where the material is clearly of a more serious nature, or appears to be illegal, users should:

1. remove the material from view (by closing or minimising the window, turning off the monitor, or shutting down the device)
2. report the incident immediately to Management.

By teachers/staff

In the event of accidental access of inappropriate material at the lower range of seriousness (e.g. Spam), the centre manager should delete the material. If the nature of such material is somewhat more serious, (e.g. spam containing inappropriate but not illegal images), delete it and also make a record of the incident. If uncertain as to the seriousness of the incident, the centre management should be consulted. When in doubt, log the incident. In the event of accidental access of inappropriate material clearly of a much more serious nature, or of material which appears to be illegal, users should:

1. remove the material from view (by closing or minimising the window, or turning off the monitor)
2. report the incident immediately to centre management who will take such further action as may be required under this policy.

12) Unauthorised software or hardware

Authorisation from the centre manager must be gained before any attempts to download, install, connect or utilise any unauthorised software or hardware onto or with any Ngaio Childcare Centre ICT equipment/devices. This includes use of such technologies as Bluetooth, infrared, and wireless, and any similar technologies which

have been, or may be developed. Any user seeking authorisation should speak with the Centre Head Teacher.

13) Children's use of the Internet and email.

- a) Children will be actively supervised by someone who has signed a Ngaio Childcare Centre cybersafety use agreement when accessing the Internet on the centre's site or at any centre-related activity
- b) Children may create and/or send email only under the active supervision of someone who has signed the Ngaio Childcare Centre cybersafety agreement

14) Confidentiality and privacy

- a) The principles of confidentiality and privacy extend to accessing or inadvertently viewing information about personnel, or children and their families, which is stored on the centre's network or any device
- b) Privacy laws are such that teachers should seek advice from centre management regarding matters such as the collection and/or display/publication of images (such as personal images of children or adults), as well as text (such as children's personal writing)
- c) Ministry of Education guidelines should be followed regarding issues of privacy, safety and copyright associated with the online publication of children's personal details or work.

15) Posting material

- a) All material submitted for publication on the centre Internet/Intranet site should be appropriate to the centre's learning environment
- b) Such material can be posted only by those given the authority to do so by the centre management
- c) The centre management should be consulted regarding links to appropriate websites being placed on the centre's Internet/Intranet (or browser homepages) to provide quick access to particular sites
- d) Involvement as a representative of Ngaio Childcare Centre with any non-centre website must be with the approval of the centre management.

16) Cybersafety training

Where personnel who supervise children's use of ICT indicate they require additional training/professional development in order to safely carry out their duties, the manager will consult with agencies which provide such training (such as NetSafe,).

17) Breaches of this policy

- a) Breaches of this policy can undermine the values of the centre and the safety of the learning environment
- b) Any breach which is deemed harmful to the safety of the centre (for example, involvement with inappropriate material, or the use of ICT to facilitate anti-social behaviour such as harassment), may constitute serious misconduct. The centre will respond to any breach of the use agreement in an appropriate manner, taking into account all relevant factors, including any enrolment agreement, and any contractual and/or statutory obligations
- c) If there is a suspected breach of this policy involving privately-owned ICT on the centre site or at a centre-related activity, the matter may be investigated by the centre. The centre may request permission to audit that equipment/device(s) (This includes personal camera's, the centre provides camera's for centre use only).
- d) If an incident is being investigated in which use of centre ICT by any person who does *not* have a signed use agreement with the centre includes some level of involvement by management, the extent of the teaching team's responsibility will be assessed by the centre manager and/or management committee.
- e) Any breach concerning involvement with material which is deemed 'age-restricted', or 'objectionable' under the Films, Videos and Publications Classification Act 1993, is a very serious matter. In such situations, it may be necessary to involve law enforcement agencies in addition to any response made by the centre as a result of its investigation
- f) The centre manager is required to immediately report to the MANAGEMENT COMMITTEE any serious cybersafety incident or issue arising from the situations detailed in (e).

18) Reporting to [MANAGEMENT COMMITTEE]

The Centre Head Teacher is required to make regular reports to the MANAGEMENT COMMITTEE. Included in these reports should be the cybersafety measures Ngaio Childcare Centre has in place, any professional development requirements, and any issues or incidents which have arisen since the previous report and did not require immediate reporting at the time, and any recommendations.

Employee Cybersecurity Agreement: *In signing this agreement as an employee of Ngaio Childcare Centre you agree to the safe, professional and responsible use of ICT at all times, as stated in detail in the above policy.*

Name / Signature / Date

Name / Signature / Date

Name / Signature / Date

Name / Signature / Date

Name / Signature / Date
