



**GLENFIELD**  
Early Learning Centre

# Policy and Procedure Manual



The policies set out herein are the practices of the Glenfield Early Learning Centre. We encourage parents and teachers to become familiar with the policies.

All policies are reviewed annually and plenty of notice will be given of possible policy alterations.

Throughout this document we have used the word “parent” to describe anyone in a parenting role (this might include grand-parents, foster parents, guardians, whanau or other caregivers).

Each policy is linked (where possible) to the Early Childhood Regulations (2008) and the accompanying criterion, and/or other legislation. Detailed procedures outline exactly what we practice at the ELC and at the end of each policy, the date the policy was approved and the date the policy will be reviewed.

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# Accident Policy

## Background Information

Licensing Criteria 2008, Health and Safety, Child Health and Well Being

HS25, HS27 *A record of all injuries and illness that occur at the service. Records include the child's name, date, time and description of the incident, actions taken and by whom and evidence of parental knowledge of the incident.*

## Purpose

At the Glenfield Early Childhood Centre, we are committed to the promotion of wellness and the provision of a safe environment. It is deemed important to record all injuries that occur at our Centre to facilitate communication with parents/caregivers and provide a record. The Head Teacher will review these records to evaluate whether there are any recurring accidents;

## Procedure

The accident register has space to record the name of the child, the date and time of accident, description of accident both in terms of probable cause and effect on the child; who observed and/or investigated the accident, what actions were taken and by whom, evidence of parental knowledge of the incident. The child's parent is to be advised in any case of a head injury.

**Minor**— Apply first aid and then record the accident in the room diary and communicate to the closing teacher if you are likely to leave before the parent arrives. **Minor** is defined as anything that does not have a visible mark at the time of the incident (excluding head injuries); If the injury develops a visible mark then complete the process for **Non-Serious**;

**Non-serious**—Apply first aid and then record the accident on the accident form and write a note on the sign sheets to see teacher. If unable to give a copy to the parent, place in their parent pocket outside the room with the blue copy put out to reception. **Non-serious** is defined as bite, scratch, graze, bruise, swelling, nose bleed or general other bleeding. Depending on the severity, you may wish to call the child's parent so they are not alarmed at the end of the day.

**Significant**—Apply first aid and then contact the child's parents and advise them of the situation. If unable to get hold of parent(s), contact emergency number. Record the accident on the accident form and monitor the child until the child is picked up. **Significant** is defined as deep cuts, head injuries, severe bruising, black eye, twisted ankle/wrist etc., minor burn, serious abrasions, insect sting, crush injury;

**Serious**—Comfort the child and apply first aid if practicable. Advise Centre Manager immediately. If required medical advice and/or treatment will be sought and the child's parents or the emergency contact will be advised. **Serious** is defined as head injury, loss of limb, broken limb, dislocation, serious burn, crush injury;

Where the accident is defined as “serious” – needing hospitalisation for more than 24 hours, concussion, loss of eye/limb then the Department of Labour will be advised by the Centre Manager no later than 5 days after the accident.

Qualified teaching staff have first aid qualifications and are trained to administer first aid in an accident;

Each room has a complete first aid kit in accordance with Appendix 1 Criterion 2008 PF28

At the Centre’s discretion, an ambulance will be called if we deem the injury is beyond our first aid training.

# Baby Sitting Policy

## Rationale

To ensure that our staff maintain a professional distance as well as confidentiality with families of the Centre.

To ensure the safety of our employees should any allegations arise from an employee being left with the care of a child on their own.

## Procedures

All employees, including permanent, part time and relievers are not permitted to babysit or nanny for families of children who attend the Centre.

The reasons for this Policy are:

- To maintain a professional distance with our parents
- To ensure that no child in the Centre is given special treatment because of an outside relationship with staff
- Parents are encouraged to respect this policy so staff are not placed in an uncomfortable position if requested to babysit.
- No staff member is to sign a child out of the Centre and take the child to their home or any other designated place.

# Biting Policy

## Background Information

Health and Safety – Child Health - Well-being

## Purpose

The well-being of all children enrolled is paramount. We also recognise that biting is a normal part of young children's development. Consistency in behaviour management is essential for reducing the instances of this particular behaviour.

## Procedures

Parents will always be informed if their child has been bitten and the name of the child who has done this will not be disclosed;

If a child has bitten another child, the parent(s) will be informed after a reoccurring incident and an Individual Behaviour Guidance Plan will be completed. This plan will then be discussed with the parent(s);

When a child bites, our Behaviour Management Policy is followed. Teacher attention is mainly focused on the child who has been bitten, in caring for them and ensuring they feel better;  
Teachers will help children who have been bitten to increase their skills of assertiveness;  
The child who has bitten is told firmly such behaviour is not acceptable. They are encouraged to use words to express their feelings;

All teachers, both permanent and casual, will be made aware of behaviour management procedures for biting;

Parents will be reassured that biting is normal behaviour in young children and everything is being done to reduce the instances of biting within the Centre;

Teachers will give informal feedback to any concerned parent regarding the progress of specific behaviour management strategies in place. Specific time should be made for parents wishing to discuss issues with teachers in more depth;

If the specific behaviour management strategy written by our teachers fails to reduce the instances of biting, outside help will be sought from specialist education services.

Children who bite will not be excluded from our programme unless it is deemed to be in the best interests of other children and the child who has bitten has not responded to behaviour management strategies.



# Breastfeeding Policy

## Background Information

69Y Employment Relations (Breaks, Infant Feeding, and Other Matters) Amendment Act 2008

An employer must ensure that so far as is reasonable and practicable in the circumstances:

- a) Appropriate facilities are provided in the workplace for an employee who is breastfeeding and who wishes to breastfeed in the workplace;
- b) Appropriate breaks are provided to an employee who is breastfeeding and wishes to breastfeed during a work period.

The Human Rights Commission states that it is unlawful sex discrimination for women to be prevented from breastfeeding their children in any place where they are otherwise allowed to be (workplaces and public places).

The World Health Organisation recommends that infants are exclusively breastfeed for six months, with timely initiation of adequate, safe and properly fed complementary foods while continuing breastfeeding for up to two years of age or beyond.

## Purpose

We provide a breast-feeding friendly environment by making available appropriate facilities and warmly welcoming parents to continue with breastfeeding after enrolment at the Centre. We aim to promote the health of the baby, young child and mother, to strengthen the bond between them and support families by helping to ease the mother's transition back to work.

## Procedure

Fridges are located in each room to safely store expressed breast milk;

We aim to provide a relaxed environment for mother's to openly breastfeed their children should they wish. Supportive chairs are located in Room 8 for this purpose;

We aim to provide a relaxed environment for mothers who wish to breastfeed in private. Room 8 may be used for this purpose.

Staff who are returning to the workforce after having a child and wish to breastfeed will be fully supported with time made available to feed their infant.

# Centre Exclusion Substances Policy

## Background Information

Licensing Criteria 2008, Health and Safety, Child Protection

HS33      *No person on the premises uses, or is under the influence of, alcohol or any other substance that has a detrimental effect on their functioning behaviour during the service's hours of operation.*

## Purpose

As children's safety and others at the Centre is paramount, it is important that we, at the Centre, are able to exclude those people whose behaviour is detrimentally affected by alcohol and/or drugs who may put children and others safety at the Centre at risk.

## Procedures

All staff members have a duty to report to the Centre Manager/Person Responsible immediately if they have reason to suspect a staff member or other adult is attempting to, or has come onto the premises during operation hours under the influence of drugs/alcohol or substance that has a detrimental effect on the person's functioning or behaviour.

In the event that the Centre Manager/Person Responsible suspects that a person is affected by alcohol or any other substance, they should take reasonable steps to determine if that person's behaviour, as a result, is detrimentally affected, before enforcement procedures commence. If it is deemed that their behaviour due to alcohol or any other substance is likely to put children/staff/property at risk, then they will be asked to leave the Centre.

If it is a staff member, they will be asked to go home and their actions will be considered in terms of the disciplinary procedure set out in their employment agreement.

# Child Protection Policy

## Background Information

Licensing Criteria 2008, Health and Safety, Child Health and Well-Being

HS31 *A process for the prevention of child abuse and a procedure for responding to suspected child abuse.*

## Purpose

At the Glenfield Early Learning Centre, parents, staff and other adults can be confident that if any child is subjected to abuse it is likely to be detected, investigated and appropriate action taken. Support, guidance and protection will be given to any staff member who is placed in a position of disclosure.

## Procedures

Glenfield Early Childhood Centre is committed to the prevention of neglect, physical, verbal, emotional and sexual abuse and the protection of children. This commitment means that the interests and welfare of the child are our prime consideration when any decision is made about suspected abuse. For further information, see [www.cyf.govt.nz/keeping-kids-safe](http://www.cyf.govt.nz/keeping-kids-safe).

Glenfield Early Childhood Centre will ensure that staff are familiar with the Child, Youth and Family document “Let’s Stop Child Abuse Together” which outlines what constitutes child abuse and neglect;

The Centre will watch for behaviour, play and language that cause concern. We will keep records of any likely indications of abuse. Records and observations (date, time, signs e.g. bruises, language etc.) will be written onto the Behaviour observation pads and kept securely in the child’s folder.

The Centre will maintain a good working relationship with appropriate agencies that have specialist knowledge and expertise in child protection. We realise and accept our own limitations in dealing with issues of abuse. Professional agencies such as the Police and Child Youth and Family will be involved in suspected cases of abuse. These agencies are sought for their specialised knowledge;

### Procedures of responding to suspected child abuse

Where we think abuse may have been perpetrated by someone close to the child, we will not initially inform the family of our decision to report or consult but will ensure they are informed by the appropriate person at the appropriate time;

Where staff are suspected of abusing a child/ren an internal investigation will be carried out by the Centre Manager and Executive Committee. The staff member concerned will be suspended until the investigation is complete. If necessary, the information will be passed onto the Police.

### Collection of children from the Centre

Only adults named on the enrolment form are able to collect children from the Centre;

If staff do not recognise the person arriving to collect the child, the person will be questioned as to their relationship with the parent/child. Staff will refer to Infocare or the child's enrolment to confirm the person has authorisation to collect the child;

In the event of a non-authorised person coming to collect a child, the parent will be contacted before the child is released from the Centre;

### **Acceptable touching of children**

If a child initiates physical contact in the seeking of affection, reassurance or comfort it is appropriate to respond. It is not appropriate to force unwanted affection or touching on a child;

Physical contact of children during changing or cleaning must be for the purpose of that task only and be no more than is necessary. Encourage children to take care of themselves as they get older;

In staff initiated physical contact, the principle that they will only do so to meet the child's physical or emotional needs should guide staff;

### **Guidelines for staff**

A child's initial disclosure of abuse is a critical moment. Your response is extremely important:

#### **Listen**

Do not put words into the child's mouth  
Allow them to tell only as much as they want to  
Ensure the child's immediate safety

#### **Let them know**

You're glad they told you  
You're sorry it happened  
It's not their fault  
You'll help

#### **Do not**

Over react  
Panic  
Criticise  
Ask pre-disposing questions

Report circumstances to Early Learning Centre Manager who will report to the Centre Manager

Record date, time of disclosure and "what child said"

The Centre Manager will consult with outside agencies as appropriate

Visiting students are not allowed to change or toilet any child unsupervised and are not to be left alone with any child or group of children;

Regular relievers will only be allowed to change or toilet children at the discretion of the Room Supervisor;

Parents will be notified of the presence of any student by notice on the door and the student will be identified by a badge;

All allegations of child abuse will be taken seriously;

No teacher will act alone regarding suspected child abuse. The Centre Manager will be consulted and will take further action;

Any person disclosing information in good faith regarding suspected abuse will be assured the protection afforded by law;

We will offer support to all those involved in any abuse allegations;

The Centre will include on Employment Applications, a declaration by the applicant that they have not been convicted of any criminal offence or serious traffic offence or are currently awaiting trial on any criminal or civil matter. Applicant permission is sought to reference check previous employers and obtain information from the Department of Courts. All selected applicants will be interviewed according to a planned structure and a police check will be conducted for all non-registered teachers;

Trainees with little or no previous employment record in an early childhood Centre will be asked to supply character references from responsible persons as to their suitability to supervise and work with young children;

Contractors on official business in the Centre shall not be left unsupervised and are required sign the visitor's book.

For the protection of our children and to prevent any allegations or perceived allegations, partners and children of teachers are not allowed in the rooms with enrolled children.

To contact Child, Youth and Family:

Northern Call Centre: 9123820

Free phone: 0508 Family (0508 326459)

# Cleaning and Maintenance

## Background Information

Licensing Criterion 2008, Health and Safety

*To ensure that all resources, equipment, surfaces and flooring at Hummingbirds Early Childhood Centre are kept to a high standard of cleanliness.*

## Purpose

To provide a safe and hygienic environment for all children and staff.

## Procedures

A professional cleaner is employed and will clean the Centre daily after closing. Professional cleaners will mop and disinfect the floors, clean and disinfect the toilets (including the pipe work) and clean and disinfect the hand basins, collect rubbish from all areas and renew rubbish bags, vacuum the floors and clean the stainless steel troughs in each room.

Toilets will be sanitised at midday using the sanitiser solution;

The nappy changing area has a procedure displayed on the wall;

Nappy bins will be changed at midday if required and then changed by the professional cleaner that night;

Food tables and chairs will be wiped down after each meal time and sprayed with Germex or equivalent;

Floors are steam mopped after the midday meal;

At the end of the day, art room benches cleared and wiped down with Germex;

Toys and equipment will be washed weekly or as necessary due to illness in the Centre;

- Hard/plastic and waterproof toys washed may be washed using the Starline cleaner and sanitiser
- Soft absorbent toys will be machine washed and completely dried before use
- Small wooden toys will be dipped in basin with sanitiser tablet, rinsed and dried thoroughly;
- Block units and blocks, shelving etc. will be wiped over with Germex weekly;
- Ride on toys and storage units wiped down with a cleaning cloth using hot water and detergent;

Linen will be washed a minimum of once per week and blankets on the last Friday of each month. If a child becomes unwell while at the Centre, then his/her bedding and clothes will be washed as needed then hung out to dry in the sun;

Dress ups, dolls bedding will be washed monthly then hung out to dry in the sun;

Play dough is made each week and refrigerated with the amount required for the day taken from the container and thrown out at the end of the day. Play dough equipment will be put in a nylon wash bag and put through the room dishwasher weekly;

Sandpits will be covered each evening and checked every morning before children arrive. Staff will turn the sand in the sandpits weekly;

Carpets will be cleaned annually with spot cleaning done as required;

If a child vomits on the carpet – carpet cleaning procedure to be used. Displayed in laundry;

Kitchen benches and walls are cleaned with Germex daily;

Kitchen fridge is cleaned out weekly with disinfectant;

All utensils and plates are placed in the Starline washer/sanitiser;

Dishwasher is rinsed fortnightly ensuring all plug holes and food traps are cleaned out – surface wiped down;

Washing machines filters are cleaned weekly;

If appliances are moveable, then pulled out for professional cleaner to clean behind monthly;

**Cloths to be used:**

Blue – Bathroom – nappy changing/toilets

Pink – Main room

Yellow – table tops used for eating

Green – floor

These are changed out and replaced at the end of each day. The dirty cloths are put in the appropriately coloured bucket which contains sanitising solution. These buckets are in the laundry area. Cloths are then washed separately according to colour;

**Equipment, buildings and furniture maintenance**

Equipment buildings and furniture are to be checked regularly for wear and tear and maintenance will be performed when necessary – a maintenance log is held at reception and signed off when maintenance is completed.

# Computer and Cyber-Safety Policy

## Background Information

Licensing Criterion 2008, Health and Safety, Child Protection

HS32 *All practicable steps are taken to protect children from exposure to inappropriate material.*

## Purpose

It is important that we protect ourselves and the Centre's Information and Computer Technology (ICT) system from viruses, spam, and other inappropriate content.

The use of digital technologies and the Internet provides an unlimited educational resource and a facility to communicate, display and re-visit the results of our work. It is imperative that everybody understands their responsibilities with respect to acceptable use of ICT.

## Procedures

Employees must comply with all systems established by the Employer with regard to email and internet use. This includes instructions relating to protection from computer viruses. The computers are to be used for business purposes but may be used for personal purposes during break times;

Computers are the property of the Centre and should be used only for legitimate business purposes. All electronic communications and transactions made or received by Employees may be inspected by the Centre, although the Centre assumes no obligation to do so.

### ***The Centre may:***

Monitor any and all aspects of its computers and systems but assumes no obligation to do so.  
Monitor sites visited by temporary and permanent staff on the internet

### ***Centre computer facilities must not be used for:***

Illegal activities  
Extensive personal use

### ***Hardware usage***

Personal work or data may not be stored on business computers;  
No computers, peripherals or other electronic equipment should be connected to the Centre's network without the prior approval of the Centre Manager;  
Computer equipment must not be removed from Centre premises without the prior approval of the Centre Manager.

### ***Software usage***

Only software approved and installed by the Centre Manager should be used on the Centre's computers;  
Unapproved software must not be installed;



Users are responsible for complying with copyright laws and applicable licences that apply to software, files, documents, messages and any other material they wish to copy;  
An inventory of software licences is maintained by the Centre Manager.

### ***Internet access***

The internet may be used in the classrooms for educational purposes only and children must be supervised;

Employees may use the internet for incidental personal purposes and this is to be conducted during breaks;

Employees are prohibited from using online gambling, auctions, chat-rooms, social networking sites or sites that may be harassing, racist, sexually explicit, profane, obscene, intimidating, defamatory, or otherwise unlawful or inappropriate;

The Centre is not responsible for material viewed or downloaded by users from the internet. Abuse of Internet access may result in access being withdrawn and/or disciplinary action being taken.

### ***Email***

Employees may not send messages which are abusive, defamatory or which make discriminatory reference to a person's race, colour, religion, creed, sex, national origin, age, marital status, sexual orientation or disability, or that may otherwise constitute harassment.

Employees must follow good email etiquette - keep messages short and to the point, answer messages promptly, and not use language or punctuation that is open to misinterpretation. Please avoid "flaming" a situation with intemperate and heated responses where you feel a need to be defensive. A cooling off period is advisable to prepare a constructive response;

Messages should reflect the values and standards of the Centre. Emails are a permanent record and may be relied upon by the Centre or by the recipient after the event;

Employees may use the Centre computer system for incidental personal emails, as long as this is undertaken in break time.

No commercially confidential data should be transmitted by email outside the Centre without prior approval of the Centre Director. Unless expressly authorised, sending, transmitting or otherwise disseminating proprietary data or other confidential information about or belonging to the Centre is strictly prohibited;

### ***Downloads***

Virus protection has been installed on all Centre computers but unrecognised virus infections could occur. If a suspicious attachment to an email is received, do not open it. Do not click on internet links in a suspicious email;

Material that is fraudulent, harassing, racist, sexually explicit, profane, obscene, intimidating, defamatory, or otherwise unlawful or inappropriate should not be sent by email or other forms of electronic communication (such as newsgroups or bulletin boards);

Employees that encounter or receive such material should report the incident to the Centre Manager; No staff should copy files to disk, memory stick or CD for work on a non-Centre computer, i.e. home computer, without the approval of the Centre Manager.

***Use of Social Network Websites***

All employees are asked to use great care when posting information on Facebook, and other social network websites. You are not permitted to use the name of the Centre, in any format, or in any context without the express permission of the Centre Manager.

You are not permitted to refer to any employee, child or parent of any child at the Centre except to the extent that the employee / child parent may be known to you socially. Adverse comments about the Centre, your colleagues, any child in your care, or any parent or any images that bring the Centre into disrepute may place you in breach of your employment agreement.

***Centre Printing Resources***

Centre printing facilities are not for personal use without the express permission of the Centre Manager.

# Culture and Identity Policy

## Background Information

Licensing Criteria 2008, Curriculum

- C5 *The service curriculum acknowledges and reflects the unique place of Maori as tangata whenua. Children are given opportunity to develop knowledge and an understanding of the cultural heritages of both parties to Te tiriti o Waitangi*
- C6 *The service curriculum respects and supports the right of each child to be confident in their own culture and encourages children to understand and respect other cultures.*

## Purpose

At the Glenfield Early Learning Centre, we acknowledge and respect the unique place of Māori as tangata whenua and ensure that all children have the opportunity to develop knowledge and understanding of the dual heritage of New Zealand. We understand that parents and children who are Māori (or claim Māori ancestry) are entitled to the same benefit and privilege as others along with respect for cultural differences and aspirations.

## Procedures

Teachers are encouraged to use Te Reo Māori phrases and words;

Professional Development is available for teachers who require assistance with the use of Te Reo Māori;

Teachers will discuss and inform others of appropriate practice with regard to tikanga Māori to increase awareness of the partnership inherent with Te Tiriti O Waitangi;

Visual aids and language prompts are displayed throughout the Centre encouraging teachers to extend their knowledge of Te Reo Māori;

Te Reo Māori is incorporated into all areas of the curriculum;

Teachers and management endeavour to make, find and provide Māori and natural teaching resources;

We will recognise National days of importance e.g. Bastille Day. These days will be put on the staff calendar with an explanation about the significance of this day. Discussion will occur at mat time with the children and further experiences may be provided;

Recognition of cultures around the world are displayed around the Centre;

A range of books and music are available highlighting different cultures.

## Curriculum and Assessment Policy

### Background Information

Documentation that the Glenfield Early Childhood Centre is complying with the following criteria is evidenced via wall displays, portfolios, planning folders, policies and procedures.

- C1 *The service curriculum is consistent with any prescribed curriculum framework that applies to the service – Te Whāriki*
- C2 *The service curriculum is informed by assessment, planning and evaluation (documented and undocumented) that demonstrates an understanding of children’s learning, their interests, whanau and life contexts;*
- C3 *Adults providing education and care engage in meaningful, positive interaction to enhance children’s learning and nurture reciprocal relationships;*
- C4 *The practice of adults providing education and care demonstrate an understanding of children’s learning and development, and knowledge of relevant theories and practice in early childhood education.*

Children as Learners:

- C7 *The service curriculum is inclusive and responsive to children as confident and capable learners. Children’s preferences are respected and they are involved in decisions about their learning experiences;*
- C8 *The service curriculum provides a language-rich environment that supports children’s learning;*
- C9 *The service curriculum provides children with a range of experiences and opportunities to enhance and extend their learning and development – indoors and outdoors, individually and in groups.*

### Purpose

As teachers, it is vital that we regularly assess and evaluate to celebrate and support each child’s learning and development. Our programmes reflect the principles, strands, goals and learning outcomes from Te Whāriki. This celebrates the uniqueness of each child and the group as a whole

### Procedures

Programming is implemented co-operatively by the teachers involved with each developmental age group;

Planning for infants and toddlers is primarily based on their own individual interests. Children 3 years and over will be planned for individually as well as in a group;

The planning wheels ensures children's strengths and interests are being supported individually as well as within a group. Each child has a portfolio which is constantly revisited to document learning and development.

Programming is based on observations of what children can do, their interests and their development. Teachers aim to support and challenge each child's learning by providing a rich array of activities and learning experiences which reflect the child's interests;

Planning has no time limit, reflects children's interest and can be as short or as long as is their interest; Appropriate links will be made to Te Whāriki and other relevant learning theories;

Teachers plan activities that support the learning and discoveries which have been identified through observations shared from home and at the Centre. Learning experiences are based on the following areas: discoveries, home, care and routines, community, relationships, language and communication; Group planning for over 3 and wall displays for under 3 will be prominently displayed for parents to view.

We use multiple perspectives to enable authentic and rich assessments of children's learning. Teachers are responsible for supporting and documenting the learning and development for children in their room which includes presenting developmental updates, learning stories, artwork and photos for child portfolios.

Teachers reflect on their practice and their own learning through 'Teacher Reflection' sheets and the Self Review process;

Parents are encouraged to look at and to contribute to their child's portfolio by adding comments via Parent Voice or any other written/photographic method;

Portfolios are considered precious and therefore will remain at the Centre until the child leaves. Parents/caregivers can borrow their child's portfolio overnight or over a weekend. These need to be signed out/in again in the notebook provided in each unit.

# Evacuation Care Plan Policy

## Background Information

Licensing Criteria 2008, Health and Safety in Employment Act 1992; the Health and Safety Workplace Act 2015; the Civil Defence and Emergency Management Act 2002 and the Fire Safety and Evacuation of Buildings Regulations 1992.

- HS4                      *A current Fire Evacuation Scheme approved by New Zealand Fire Service.*
- HS7                      *A procedure for dealing with emergencies. The procedure is consistent with National and Regional Civil Defence guidelines.*
- HS8                      *A record of the emergency drills carried out with children.*

## Purpose

Safety at the Centre is paramount. Planning evacuation procedures and alternative care arrangements should the Centre be involved in a civil emergency or fire, will minimise the risk of injury and stress to children during this time. Policy will ensure that the processes implemented are approved by the New Zealand Fire Services. The Centre is registered with Civil Defence.

## Procedures

Decision to Evacuate - There are four conditions under which evacuation of the Centre will be necessary:

- If ordered or advised to do so by officials;
- If the building becomes structurally or environmentally unsafe (e.g. fire, earthquake, flood);
- If the area or environment becomes unsafe (e.g. gas or chemical leak or local fire);
- If a potential threat is likely to make continued occupation of the property unsafe;

We will develop, implement and maintain site emergency plans, which are specific to the emergencies that could occur while the workplace is in operation. The emergencies planned for may be a result of processes or practices in the workplace or from a human-made or natural source.

The Emergency Procedure guide is displayed throughout the Centre;

We will appoint employees as wardens who will be trained to take control in an emergency and ensure emergency procedure information is included in the induction process for new staff;

Have in place and follow the requirements of an evacuation procedure as required by the Fire Safety and Evacuation of Buildings Regulations 1992 and the Early Childhood Regulations.

Practice the earthquake drill on a regular basis so children are familiar with this procedure and conduct and document a regular assessment of the workplace to ensure optimum emergency preparedness is maintained.

#### **Procedure for Evacuation**

Advise Police and/or Civil Defence officials of the intention to evacuate;  
Leave a notice securely attached to front entrance of building to advise parents where the staff and children have relocated to and advise of the mobile phone number;  
Take mobile phone;  
Take first aid supplies along with child information, sign in/out sheets and parent contact information;  
Parents will be contacted to advise new location and to pick up their child;  
Staff will stay and care for children;  
Staff will ensure children are comforted, basic needs met, kept occupied and safe.

#### **Planned Trial Evacuations**

##### **Earthquake**

In the planned trial evacuation, all staff are required to follow the earthquake evacuation plan as set out in the Emergency Procedures Guide;  
Staff will have training in evacuation procedures;  
Planned drills will be done quarterly and the results will be recorded and given to the Centre Manager;

##### **Fire**

All staff are required to follow the fire evacuation plan and duties displayed around the Centre;  
Under the direction of Safety First, the Centre will exercise trial evacuations every three months;  
All staff will have training in fire evacuation procedures;  
Evacuation of Disabled Persons Assistance Register is located at reception and will be the responsibility of the person attending reception at the time of evacuation.

# Financial Management and Annual Plan Policy

## Background Information

Licensing Criteria 2008, Governance, Management and Administration

*GMA8 An annual plan identifying who, what and when in relation to key tasks undertaken each year.*

*GMA9 An annual budget setting out the services estimated revenue and expenses for the year.*

## Purpose

Centre management will develop and implement an annual plan that outlines the key tasks to be undertaken each year; this will guide the service's operation throughout the year. In order for the Centre to remain financially viable an annual budget and financial plan will also be developed and used to guide financial expenditure.

## Procedures

The Licensee will develop an annual budget statement (prior to the beginning of the financial year). This budget will set out expected income and expenditure;

This process will use a budget development process to ensure that income and expenditure expectations allow continued viability of the service;

The Centre Manager will use the annual budget to provide:

- A guide to those responsible for expenditure decision as to the planned limits
- Evidence that this type of planning has taken place
- A benchmark against which actual income and expenditure can be compared.

The Centre Manager will ensure that there are systems in place that provide suitable information on past and expected financial transactions to enable comparative analysis;

If there are significant changes to projected income or expenditure, the Centre Manager will ensure that those changes are reflected in a revised budget statement;

The fee rates and relevant policies are included in the enrolment pack;

Final accounts are completed by an accountant and the bulk funding is audited;

At the end of the financial year, the Accountant will prepare a set of accounts to be presented to management;



Within 100 days of financial year end, a copy of the audited financial statements will be available on the Centre's website, at the Companies Office website, or on request;

Management reserves the right to change the fee rates and policies and those rates and policies will apply to parents/children already enrolled or previously quoted from the date of notice;

When any changes are made, parents will be notified in advance. New notices and policies will be written and displayed and old notices will be taken down and destroyed.

# Fire and Earthquake Policy

## Background Information

Licensing Criteria 2008, Health and Safety in Employment Act 1992; the Health and Safety Workplace Act 2015; the Civil Defence and Emergency Management Act 2002 and the Fire Safety and Evacuation of Buildings Regulations 1992.

HS4 A current Fire Evacuation Scheme approved by New Zealand Fire Service.

HS7 A procedure for dealing with emergencies. The procedure is consistent with National and Regional Civil Defence guidelines.

HS8 A record of the emergency drills carried out with children.

## Purpose

Safety at the Centre is paramount. Planning evacuation procedures and alternative care arrangements should the Centre be involved in a civil emergency or fire will minimise the risk of injury and stress to children during this time. Policy will ensure that the processes implemented are approved by the New Zealand Fire Services.

## Procedures

If you discover a fire: raise the alarm immediately by operating the nearest fire alarm. Direct the children to leave the building immediately. Escort to the assembly area following the evacuation route displayed in each room and around the Centre. Do not let any children leave the assembly area until they have been counted and checked off the attendance register. Disabled Persons Assistance Register is located at reception and disabled persons will be assisted with evacuation by the Health and Safety Officer.

### When you hear the fire alarm:

Begin evacuation of the building;  
Ensure that all of the Centre is evacuated, check all toilets, utility areas, sleep rooms and offices and shut the doors as checks completed;  
Assist or ensure that any babies or disabled children/adults are helped to evacuate quickly;  
Report to the building warden and pass on any information;  
Report to assembly area;  
Co-operate in control and roll call of children, visitors and staff;  
Wait for the all clear from fire safety officers before re-entering the building;  
Only if conditions permit and it is safe to do so should any attempt be made to extinguish the fire.

A fire extinguisher can be found in Room 8 and in the main room of the Early Learning Centre near the Emergency Evacuation information;

### **Room Supervisor/Building Warden duties:**

Call the fire service by dialing 111;  
Clearly state the name of the Centre and the location (96 Bentley Avenue, Glenfield);  
State the nature of the emergency. If it is not safe to call from the building take the mobile phone held at reception, and go to the assembly area;  
Instruct staff member to collect attendance register information and report to assembly area;  
Verify attendance register information and count number of children;  
Account for all staff and visitors and any disabled persons;

Pass on information to the fire service on their arrival; Give all clear to return to the building when it is safe to do so.

Evacuation plans are displayed around the Centre.

We will also use this fire evacuation plan to evacuate for the following reasons:

Building damage to: earthquake, volcanic eruption, cyclone, flooding, bomb threat, major chemical incident (under the advice of the Fire Service).

We will appoint employees as wardens who will be trained to take control in an emergency and ensure emergency procedure information is included in the induction process for new staff.

### **Earthquake procedure**

Staff will call out **earthquake – drop and be turtle safe** – crouched on elbows and knees with hand covering the head.

Inside staff will help and encourage children to quickly resume the turtle position.

Outside staff will help and encourage children to face the wooden back fence so that they are not facing the building and to resume the turtle position.

Staff and students will remain in the turtle position until the shaking stops and a staff member calls out **all clear**.

After the drill or earthquake children will be encouraged to talk about any fears or questions that they may have.

### **Quake Safe Environment Strategies**

No heavy items will be stored on high shelves;  
All high shelves, large pieces of equipment will be affixed to the wall securely;  
Items on shelves for display will be blue tacked in place.

**Guidelines for sheltering in place**

Ensure all children and adults are inside the building;

Lock doors and windows and in case of external threat call police for advice and assistance;

Stay away from doors and windows – review location of supplies register in each art room.

**Planned Trial Evacuations****Earthquake**

Planned drills will be done be practiced every three months and the results will be recorded and given to the Centre Manager;

**Fire**

Under the direction of Safety First, the Centre will exercise trial evacuations every three months;

All staff will have training in fire evacuation procedures.

# First Aid Policy

## Background Information

Licensing Criteria 2008, Health and Safety, Child Health and Well-Being

HS29 *Adults who administer medicine to children are provided with information/training relevant to the task.*

## Purpose

To ensure that there is a first aid cabinet provided at the Centre ready for immediate use, equipped to a standard approved by the Ministry of Education First Aid requirements – Appendix 1 Criterion 2008 PF28

## Procedures

All First Aid Cabinets are inaccessible to children;

First aid cabinets will be checked monthly by the Head Teacher to ensure they contain sufficient supplies and that the supplies are within their stipulated expiry dates and will not expire before the next check;

All qualified and registered teachers are required to have a current First Aid Certificate.

# Hand Washing Policy

## Background Information

Licensing Criterion, Health and Safety, Toilet and Handwashing Facilities

PF20 *Toilet and associated handwashing/drying facilities intended for use by children are:*

*Designed and located to allow children capable of independent toileting to access them safely without adult help; and*

*Adequately separated from areas of the service used for play or food preparation to prevent the spread of infection.*

PF21 *There is a means of drying hands for children and adults that prevents the spread of infection.*

## Purpose

At the Glenfield Early Learning Centre, we promote the health of children and adults and the children's families by reducing the spread of infections transmitted by hands.

## Procedure

As part of our daily routine, children who are can independently wash their hands are encouraged to do so prior to eating or as needed.

Children under 2, will be supported with handwashing prior to eating and when appropriate.

Paper towels are available in each room and in all toilets (adults and children) for drying hands;

Handwashing guides are posted on each adult toilet door;

Professional cleaners refill the soap containers and paper towel dispensers to ensure that there is a continuous supply;

Touch surfaces are wiped down with Germex throughout the day.

# Health and Safety Policy

## Background Information

HS12 A hazard identification and management system. The system can be consistent with the requirements of the Health and Safety Workplace Act 2015, but goes beyond consideration of significant hazards to employees to include all hazards to children.

## Purpose

At the Glenfield Early Learning Centre, we are committed to the provision of a safe environment. It is important that all employees are involved in the process of monitoring, reporting and evaluating health and safety in the workplace. It is also deemed important to record all injuries (child and adult) that occur at the Glenfield Early Learning Centre, and to engage in continuous self-review. Serious injuries will be notified to the appropriate official agencies.

## Procedures

The first aid kits in each room will be checked monthly by the Head Teacher. Civil Defence supplied will be checked every 3 months by the Centre Manager or designate.

All requirements under the Early Childhood Regulations (2008) in relation to heating, lighting, ventilation and water temperature will be regularly checked and adhered to:

- Heating maintained at not less than 16 degrees
- Adequate lighting
- Good cross ventilation systems
- Hot water maintained at 40 degrees for children and 60 degrees for adults
- Facility for washing sick or soiled children is provided

## Injury prevention

Providing a safe work environment, safe equipment and proper materials;

Establish and monitoring safe methods and practices at all times;

Ensuring teachers, parents and children understand and accept their responsibility to promote a safe and healthy place of work

Complete an accident report of any child injured in the Centre;

Provide procedures to deal with emergencies that may arise while people are at work, such as accidents, earthquake and fire.

Employees are required to take all practicable steps are taken to ensure their own safety and safety of others and ensure that no action or inaction of the employee while at work causes harm to any other person.

### **Injury prevention strategies**

Children will remain seated while eating and be supervised by a staff member;

Staff will be conscious of the potential danger of things such as water spills, toys in traffic ways etc.;

All chemicals will be stored in marked contained and kept out of reach of children at all times. This will include cleaning agents;

Staff will wear gloves at all times when blood is present;

All teaching staff must have a current first aid certificate.

Staff must at all times follow the instructions of the Centre Manager regarding health and safety.

Consideration of hazards must include but is not limited to:

- Cleaning agents,
- Medicines,
- Poisons, and other hazardous materials
- Electrical sockets and appliances
- Hazards present in kitchen or laundry facilities
- Vandalism
- Dangerous objects and foreign materials (e.g. broken glass, animal droppings)
- Equipment faults
- Poisonous plants
- Bodies of water

Staff will promptly report any hazards within their area by completing the on-line Notification of Hazard Form (see Appendix) and writing the hazard on the whiteboard outside the respective area;

All accidents that harm or might have harmed employees must be reported using the on-line Accident Reporting Form (see Appendix). Where the accident result is defined as “serious harm” in terms of the Health and Safety in Employment Act e.g. needing hospitalisation for more than 48 hours, concussion, loss of eyes or limb, poisoning, vision impairment, then the employer must notify the Department of Labour as soon as possible and provide a written report of the circumstances within seven days;

All employees must follow correct procedures for lifting equipment and children to protect their backs;

All employees must monitor their health to ensure that they are fit to work with children in line with the Early Childhood Regulations;



All visitors will be required to sign in and out of the building;

Contractors will be expected to keep tools and other equipment away from children. Where possible the area of work should be isolated;

Daily checks will be carried out using the OSH form:

- All exit ways are clear and unlocked
- Gates and fences are secured
- Sandpits are cleared of debris
- Rubbish is collected and removed
- Climbing equipment is safe
- Swings are checked for safety
- Broken equipment has been isolated or removed
- Electrical outlets are plugged
- Poisonous plants are removed

These are to be filed in the respective rooms in chronological order.

# Healthy Food and Food Safety Policy

## Background Information

Licensing Criteria 2008, Health and Safety, Child Health and Well-Being

- HS9 *A record of all food served during the service's hours of operation (other than that provided by parents for their own children). Records show the type of food provided and are available for inspection for 3 months after the food is served;*
- HS20 *Food is prepared, served and stored hygienically;*
- HS21 *An ample supply of water that is fit to drink is available to children at all times, and older children are able to access this water independently;*
- HS22 *Children are supervised while eating;*
- HS23 *Under 2 year olds – infants under the age of 6 months and other children unable to drink independently are held semi-upright when being fed. Any infant milk food given to a child under the age of 12 months is of a type approved by the child's parent.*

## Purpose

At the Glenfield Early Learning Centre, we want to ensure that children receive nutritional food at an appropriate time to meet their needs in a safe manner. We want to help our children develop healthy eating habits, and educate children and their families in nutritious food choices. A record of the food served will be kept. We are also committed to ensuring a high level of hygiene is maintained while preparing, serving and storing food.

## Procedures

We employ a Centre Facilitator to prepare and serve a midday meal and morning and afternoon tea;

All meals and snacks meet the quality objectives from "The Nutritional Guidelines for Under Fives". The menu will include at least fifty percent of the recommended serves in each food group;

The menu is rotated over a four-week period and food for the day is recorded in the Day Screen which can be found in each room. Records of food served will be kept for 3 months;

Food and food celebrations will be considered positive and social events;

Meal times are treated as social occasions where children are encouraged to develop gratitude good table manners;

Allergies, food intolerances and special dietary requirements will be a shared responsibility of the child's family and Centre. Shared responsibility means that the family may need to bring food in and the Centre will store/prepare it. No discount will be given in any such situation;

An allergy list is situated in each respective room as well as in the kitchen;

If a child's allergy is life-threatening a management plan will be in place to ensure all staff know emergency protocols;

Babies who are unable to sit unaided will be fed on a staff member's knee. Babies and toddlers who can sit will sit at an age appropriate sized table and supervised at all times.

Infant formula will only be given if it is the type that has been approved by the parent/guardian;  
Apple skin is to be removed for children under 3 years of age;

Children under 3 years of age will be encouraged to develop self-help skills in feeding themselves;

Foods high in fat, sodium or sugar content are kept to a minimum or just for special occasions;

Activities focusing on food, nutrition, health and food safety will be incorporated into the Centre's daily programme;

Staff role model healthy eating habits and talk about which foods are the most nutritious;

Funds are available for resources to support nutrition education;

Children over 3 years of age have independent access to water throughout the day and children under 3 years of age are given water at meal times or as required. We discourage any carbonated or flavoured beverages;

Children over 3 years of age will be encouraged to develop independent skills in serving food and cleaning up after meals.

### **Food Safety**

Hand washing and general hygiene routines are observed when adults and children are handling food;

Sterile dishwashing facilities ensure eating utensils are cleaned thoroughly;

The refrigerator temperature should be maintained between 2-4 Degrees Centigrade;

The Centre Facilitator must hold a Food Handling Certificate which will be displayed on the kitchen noticeboard;

Staff will be trained on clean, cook, cover chill practice and avoidance of food contamination;

Staff will be trained on the personal hygiene required when handling food, i.e. hair tied back, hand washing procedures, cover cuts and burns, wear clean clothes, remove hand jewellery;

The kitchen will be cleaned and maintained in accordance with our Cleaning and Maintenance Policy.

# Human Resource Management Policy

## Background Information

Licensing Criteria 2008, Governance

GMA7 *Processes for human resource management, including:*

*Selection and appointment procedures, job role descriptions, induction procedures, a system of regular appraisal, provision for professional development, a definition of serious misconduct, discipline/dismissal procedures*

## Purpose

Effective human resource management practices improve quality in Centre if the best person for the job is appointed in the first instance, and then appropriately developed according to the Centre and professional needs and regularly appraised against a consistent system of good performance criteria/measures. It is important that employees gain a clear understanding of what constitutes misconduct (definition) and discipline/dismissal procedures in employment.

## Procedures

All teachers employed by us are over 17 years of age;

In accordance with government regulations (Vulnerable Children Act), Police vets are performed on all prospective, non-registered employees;

While employed at our Centre, teachers are encouraged to undertake professional development and funds are allocated for this each year;

We are committed to maintaining a low teacher turnover by being good and fair employers;

All teachers at our Centre are working under individual employment agreements;

Management respects the right of all employees to membership of an employees' organisation and choice of representation in negotiating for an Employment Agreement;

Staff induction procedures are outlined in a manual which is given out upon employment. A copy is kept in the staff room at all times to enable reflection by teachers. This manual covers professional conduct, induction, philosophy, and policies applicable to teachers;

Definition of misconduct and discipline/dismissal procedures are set out in the Individual Employment Agreement;

Any personal grievance should be in writing addressed to the Centre Manager. If the grievance remains unresolved, outside mediation will be sought;

The primary principle of employment/selection decisions will be to find and appoint the best person for the job;

Management will ensure that applicants (who are considered for employment) are provided with information about the role, terms and conditions, their performance requirements, the lines of responsibilities;

All permanent positions will be advertised within the Centre and in appropriate newspapers/institutions etc.;

All teaching positions are advertised in order to attract a wide range of applicants;

All applicants regardless of culture, gender, religion, sexual orientation, social strata, physical ability or age will be given equal consideration for teaching positions;

We will adhere to all relevant legislation regarding equal employment opportunities;

Selection of staff will take place following face to face interviews, completion of an employment application form and reference checking;

A job description along with a list of interview questions are to be prepared in advance;

### **Staff Relations and Management**

Management and staff will ensure that by any act or omission (in any staff directives, treatment, communication, policies or decisions) they will not discriminate against, give preference to, or harass any person on the basis of ethnicity, gender (or sexual orientation), marital status, religion, age or any reason referred to as unlawful in the Human Rights Act;

Management will, in any staff relations in terms of directives, policies and role allocation, attempt to ensure proper and productive operation of the service but will also attempt to ensure that staff do not feel disadvantaged by virtue of their race, age or individual differences and do feel their individual differences are respected and valued.

# Illness and Infectious Diseases Policy

## Background Information

Licensing Criteria 2008, Health and Safety, Child Health and Well-Being

HS26 *All practicable steps are taken to ensure that children do not come into contact with any person (adult or child) on the premises who is suffering from any disease or condition likely to be passed onto children and likely to have a detrimental effect on them. Specifically, the action specified in the Infectious Diseases Chart is taken for adult or child suffering from particular infectious diseases.*

HS26 *Children who become unwell while attending the service are kept at a safe distance from other children (to minimise the spread of infection) and returned to the care of a parent or other person authorised to collect the child without delay.*

## Purpose

Exclusion of children and adults with infectious diseases or illnesses from Early Childhood Centres is sometimes necessary where there is potential for further spread of infection. We wish to make the children and adults safe from infection by spelling out clearly under what circumstances a child or adult should be excluded. Exclusion is at the Centre Manager's discretion or designate or upon the directive of the Public Health service.

We will take all reasonable steps to ensure staff are not sick and are capable of working and to exclude them if they are suffering from a specified infectious disease.

To ensure the spread of infection amongst children is minimised, we will take all reasonable steps to ensure that children do not come into contact with anyone (including staff, parents, visitors and other children) who may have any disease or condition (that is likely to have a detrimental effect) and which is capable of being passed on. At all times we will follow the Infectious Diseases chart, issued by the Ministry of Health, a copy of which is held in the Centre Supervisor's Office and displayed near the entrance.

## Procedures

Temperature is one of the markers of the onset of child illness. If a child's temperature reaches 38 Degrees Centigrade, parents will be informed. If a child's temperature reaches 38.5 Degrees Centigrade, Pamol may be administered, after receiving parent's written approval either via the room Medicine Register or via email. A child with increasing temperature will be monitored using the Health Observation Chart and the sheet and accompanying notes will be copied to parents so they can present this information to their child's doctor. The child may be taken into the Isolation Room (situated next to reception) and supervised until they are able to be picked up. If a parent is unavailable, the emergency person(s) will be contacted. Common sense will prevail in all situations.

Children may be sent home at the discretion of the Centre Manager if the illness results in a greater need of care than we can reasonably provide without compromising the health and safety of the other children;

The child or adult has any of the following conditions:

- Fever (determined as being a temperature of 38.5 degrees Centigrade or higher;
- Difficulty breathing
- Persistent coughing, or other signs of possible severe illness;
- Rash with fever or behaviour change, until a doctor has determined that the illness is not a communicable disease;
- Conjunctivitis – until the child’s physician or the Public Health Service advises that the child is non-infectious;
- Impetigo – until 24 hours after treatment has started and until 24 hours after fever stops;
- Scabies, until after treatment has been completed;
- Chickenpox, until at least six days after onset of rash or earlier and all the lesions have dried and crusted;
- Mumps – until nine days

Staff and children with contagious or infectious diseases will be excluded from attending the Centre for the period of time they are infectious or until medical clearance has been given. If a child or staff member has had vomiting or diarrhea twice within the last 24 hours they must remain at home until 48 hours after the last bout of vomiting or diarrhea;

Public Health Service exclusion guidelines will be followed at all times;

A notice will be placed on the door of the child’s room if a contagious disease has been confirmed. A fact sheet of all contagious diseases is available from the Supervisor;

All staff members have a duty to report to the Centre Manager if they have reason to suspect any adult, staff member visitor or child is attempting to or has come onto the premises during Centre opening hours, that is an “infectious person” defined as any person who may come into contact with children and who has a disease or condition (that is likely to have a detrimental effect) and which is capable of being passed onto children;

Where the Centre Manager or the person on duty has reason to believe that an “infectious person” is attempting to come onto, or is present on the premises then the Centre Manager or person on duty will advise that person that they may pose a risk to the Centre children/staff by being on the premises; Infectious disease guides are in situated in every room;



The Centre Manager or designate may require evidence of a medical certificate, after a person has been required to leave (or prevented from attending) as a result of this policy, if they wish to return.

For some vaccine preventable diseases, there is a requirement to exclude unimmunised children who have had contact with a case of the disease. This applies to Measles, Diphtheria and Whooping Cough and such exclusion will be on the direction of the Medical Officer of Health.

# Information and Parent Concern Policy

## Background Information

GMA1 *The following are prominently displayed at the service for parents and visitors:*

*The Education (Early Childhood Services) Regulations 2008, and the Licensing Criteria for Early Childhood Education and Care Centres 2008;*

- *The full names and qualifications of each person counting towards regulated qualification requirements*
- *The service's current license certificate; and*
- *A procedure people should follow if they have a concern about non-compliance with the Regulations or criteria. The procedure includes the option to contact the local Ministry of Education and provides contact details.*

## Procedures

As part of the Glenfield Early Learning Centre community, you have the right to expect quality service and support at all times. It's something we're committed to, and take pride in delivering.

If you think we've made a mistake or provided a service that doesn't meet your expectations, please let us know. That way, we can put things right and identify what we can do better. There are three steps to this process:

### Step1: Talk to us

You can let us know about your concern in any of the following ways.

A chat with our Head Teacher is often all that's needed to sort out your concern. If a solution can't be found you should ask to speak to the Centre Manager or Licensee who will ensure your complaint is investigated promptly. If you feel uncomfortable having a chat, sometimes it helps to document your concerns. Simply send us an email to [elc@glenfieldcommunitycentre.co.nz](mailto:elc@glenfieldcommunitycentre.co.nz) including details of your complaint and what you would like to see happen as a result. We will respond to your concern within five (5) working days.

### Step 2: Schedule a meeting with all parties

If your concerns cannot be dealt with via Step 1, it may be necessary to call a meeting. Sometimes it is better to have all parties together to find common ground and a way forward. When we meet in this way it is our Policy to have both parents involved in the meeting so we all leave the meeting with the same information.

### **Step 3:**

#### **Talk to Ministry of Education**

We hope that your concern has been resolved before this stage. However, if you feel that the Head Teacher/ Centre Manager/ Licensee hasn't resolved your complaint to your satisfaction, you can direct your complaint to the Ministry of Education.

**Write to:** Ministry of Education 12-18 Normanby Road Mt Eden, Auckland

**Telephone:** 09 6329400

**Facsimile:** 09 6329401

**Email:** [enquiries.auckland@minedu.govt.nz](mailto:enquiries.auckland@minedu.govt.nz)

**Website:** [minedu.govt.nz](http://minedu.govt.nz)

# **Laundering of Linen Policy**

## **Background Information**

Licensing Criteria 2008, Health and Safety

HS2 *A procedure for the hygienic laundering (off site or on site) of linen used by the children or adults.*

## **Purpose**

To ensure the Centre maintains a high level of hygiene a process will be in place whereby linen and other items used by the children e.g. dress up clothing

## **Procedures**

Sheets are washed weekly offsite;

Blankets are washed monthly offsite;

Other items such as cloth toys and dress ups will be washed according to the respective room's cleaning schedule and marked off accordingly;

All cleaning cloths are separated by colour into buckets containing sanitiser and washed separately;

Any soiled items are washed separately by the respective room teachers.

## Lunch Box Policy

### Background information

Licensing Criteria 2008, Health and Safety

HS19 *Food is served at appropriate times to meet the nutritional needs of each child while they are attending. Where food is provided by parents, the service encourages and promotes healthy eating guidelines.*

HS21 *An ample supply of water that is fit to drink is available to children at all times, and older children are able to access this water independently.*

HS22 *Children are supervised while eating.*

### Purpose

We want to encourage parents to provide a lunch box with a variety of food for lunch on Friday that will support the children in their transition to school. It is important that our children develop healthy life long eating habits and educate children and their families in nutritious food choices.

### Procedures

Encourage parents to involve their child in their lunch box decisions and preparation;

An ideal lunchbox should include at least one item from each of the four food groups:

- fruit and vegetables – apples, oranges, dried fruits, pineapple, carrot sticks
- breads and cereals –sandwiches, popcorn, crackers
- dairy products – yoghurt, cheese
- meat and alternatives – boiled egg, hummus, ham

Parents are encouraged to role model healthy decisions by preparing their own lunch at the same time;

Teachers to be role models by eating healthy appropriate snacks alongside the children;

Independent water supply is accessible to children throughout the day.

# Medicine Administration Policy

## Background Information

Licensing Criteria 2008, Health and Safety, Child Health and Well-Being

HS28 A record of the written authority from parents for the administration of medicine in accordance with the requirement for the category of medicine as outlined in Appendix 3 to Licensing Criteria. A record of all medicine (prescription and non-prescription) given to children left in the care of the service. Records will include:

Child's name, name and amount of medicine given, date and time medicine administered and by whom and evidence of parental acknowledgement. When the same dose of Category (iii) medicine is administered on a regular basis, parental acknowledgement may be obtained weekly or every 3 months.

HS29 A record of training and/or information provided to adults who administer medicine to children (other than their own) while at the service.

## Purpose

At the Glenfield Early Learning Centre, we want to ensure that all medicines (prescription and non-prescription) are administered and stored appropriately and safely and a record of medicines given to children and by whom will be kept.

## Procedures

If a child requires medicine, the parent/caregiver must record the following details in the medicine register of their respective room.

- Date the medicine is to be administered, Name of the Child, Type/name of medicine, Time of last dose given
- Dosage and specific time(s) to be given
- Parent signature

Medicine can only be administered by a qualified/registered teacher. Prior to administering medicine, the register will be checked to ensure that the medicine, dosage, and frequency on the bottle matches the medicine register details. We will not administer medicine above the dose stated on the prescribed bottle or if it has expired and will only administer medicine for the child the medicine has been prescribed for.

No child shall be given medicine unless there is a record entered in the medicine register;

An Individual Health Plan must be completed before blanket covers for asthma and other medications are accepted;

Medication must be signed in each day by the parents or guardians;

Pamol or equivalent will not be given to a child for more than three consecutive days unless prescribed by a doctor as this medicine can often mask underlying symptoms;

In the event of a child developing a temperature over 38 Degrees Centigrade, the recommended first aid procedure will be to try and bring the child's temperature down via a cool tepid sponge bath/cool tepid bath and the parent/caregiver will be called;

**CATEGORY (1)** – a non-prescription medication such as arnica, antiseptic liquid, insect bite treatment that is:

not ingested used for the first aid treatment or minor injuries;  
and provided by the Glenfield Early Learning Centre;  
and kept in the first aid cabinet

**Arnica Cream** - to assist the body's natural response to injury and bruising.  
It is rubbed gently onto affected areas 3 x daily

**First Aid Cream** - gives fast relief from pain and itching caused by mosquitoes, bees, sand flies, jellyfish, minor burns, rashes, cuts, scratches, sunburn and windburn.

**Bonjela** Relief from teething pain – every 3 hours when necessary

**CATEGORY (ii)** – a prescription medication such as antibiotics, eye/ear drops or non-prescription medication such as paracetamol liquid or cough medication that is:

provided by the parent for their child only and used for a specific time period for a specific condition.

**CATEGORY (iii)** – a prescription medication such as asthma inhalers, or non-prescription medication such as antihistamine syrup, lanolin cream medication that is:

used for ongoing treatment of a pre-diagnosed condition and provided by the parent for their child only and forms part of an Individual Health Plan – to be updated as required.

# Nappy Changing Procedure Policy

## Background Information

Licensing Criteria 2008, Health and Safety, Child Health and Well-Being

PF2 *There are nappy changing facilities of rigid and stable construction that can be kept hygienically clean. These facilities are located in a designated area near to hand-washing facilities, and are adequately separated from areas of the service used for play or food preparation to avoid the spread of infection. The design, construction and location of the facilities ensure that:*

- *They are safe and appropriate for the age/weight and number of children need to use them*  
- *Children's independence can be fostered as appropriate* - *Children's dignity and right to privacy is respected* - *Some visibility from another area of the service is possible; and*  
*Occupational Health and Safety for staff is maximised.*

## Purpose

At the Glenfield Early Learning Centre, we want to ensure that the nappy changing facilities will be safe, hygienic and appropriate for both the child(ren) being changed and the adults who are changing them (occupational health and safety). We aim to uphold the health and wellbeing of children by ensuring that there are suitable facilities and practices for washing children who vomit or soil themselves while attending the service so that the risk of cross infection is reduced. All nappy changes are to be recorded on the Day Screen of the respective room;

## Procedures

Children are to be told that they are going to have their nappy changed before they are taken to the nappy changing area;

Staff must wear disposable gloves at all times when changing nappies. Disposable gloves are for single use only.

If children are of an age where they are able to use the pull out steps in the nappy changing area, then staff are required to utilise them to avoid back injury;

All soiled nappies, gloves and wipes are to be placed in the bin provided for nappies;

Changing mats are to be sprayed with 1:10 bleach and then sprayed with water and wiped down with paper towels after each nappy change. Staff must wash their hands after every nappy change with soap. Sanitiser (0.5% sodium hypochlorite) should be used for general sanitation of the bathroom area and toilet surfaces and used on the nappy change surfaces at the end of day clean up. Sanitiser must be inaccessible to children.



While there is a child on the nappy changing table, staff need to be able to keep one hand on the child at all times (i.e. be within one arm's length). Staff must ensure everything needed is on hand so no child is left unattended while they have their nappy changed;

Permanent staff and regular relieving staff will be able to change nappies. Students on a short duration practicum are not allowed to change nappies but students who are completing their field hours over a year may, at the discretion of the Room Supervisor.

# Outings, Excursions and Travel Permission Policy

## Background Information

HS18 *Evidence of parental permission for any travel by motor vehicle.*

HS17 *A record of outings or excursions:*

*The names of adults and children involved*

*The time and date of outing*

*The location and method of travel*

*Assessment and management of risk*

*Adult: child ratios*

*Evidence of parental permission and approval of adult: child ratios*

## Purpose

Safety is of paramount importance when leaving the Centre. To ensure everyone's safety all precautions will be taken to ensure an excursion where motor vehicle transport will be used is a safe and well planned experience for all involved.

As part of our programme to support children's strengths and interests we on occasions may take children on short walks or excursions. Planned or spontaneous excursions stimulate children's understanding and awareness of our community. It is essential that these excursions are planned for and carried out in a manner that promotes safety for teachers and children involved.

## Procedures

Permission is attained via the enrolment form for short walk excursions;

If necessary parents/caregivers/volunteers/students will be asked to come on an excursion to maintain a ratio of 1 adult to 4 children for over 2-year-old children and 1 adult to 2 children for under 2-year-old children;

For planned excursions, permission advice will be sent home that includes information on transportation to be used, adults and children involved, date, time, place and ratios as well as any additional information pertaining to the excursion;

Name tags/stickers giving Centre name and phone number to be worn by all children;

If motor vehicles are used, two adults shall travel in a vehicle with no more than three children. When travelling in a motor vehicle each child will be in an approved child restraint. Vehicles must have a current registration and warrant of fitness. It is the responsibility of the trip organiser to sight these and record the details. Normal road rules are to be observed at all times. Head Teacher to check all drivers have a current license before departing the Centre;

Parents/caregivers will be briefed as to their responsibilities while accompanying Centre children on an excursion;

A risk assessment form will be completed prior to the excursion which includes information on:

Rolls and a head count are to be taken before and during the excursion. A head count and a record of attendance are to be taken when ready to leave the excursion destination;

A notice will be displayed in the Centre foyer giving information on the trip destination, times and contact phone number;

It is preferred that organised bus transportation be used whenever possible for excursions;  
Health practices to be maintained, e.g. the washing of hands before eating while on the excursion.  
Toileting of children on an excursion/trip will be done with two adults in attendance (one being a staff member) for the safety of the staff member and child;

Sunscreen will be applied prior to the excursion and during the excursion if necessary. Sunhats will be worn at all times when children are outdoors during the excursion experience.

A trained and registered teacher, with a current first aid certificate, is to accompany the children and staff on any trip. A First Aid Kit is to be taken on the excursion;

A staff member will remain at the Centre to supervise children who are unable to attend the excursion. This person will be a person responsible on the Centre license. Adult/child ratios for children remaining at the Centre will be maintained in accordance with the Early Childhood Regulations 2008.

### **Sample Risk Assessment Form**

Purpose of trip and destination and what will happen during the trip, potential hazards i.e. sun, dogs, road safety, information on how the potential hazards will be reduced/controlled and the adult: child ratio;

Where are the adults and children going?	
How will you get there?	
Purpose of excursion	
Potential hazards Example: Being in the open sun, dogs, road safety	
How will you reduce/control these?	
Adult: child ratio	
Mobile number while on excursion	
First aid kit	Yes/No

Names of adults going	
Names of children going	

This information is to be used to gain parent consent and a copy is to be left at the Centre.

# Parent Fees Policy

## Background Information

Licensing Criteria 2008, Management and Administration

GMA3 *Written information letting parents know:*

- *Any fees charged by the service*

## Purpose

We are a private, fee-charging education service. Parents are paying for a place for their child not when their child attends. To provide continuity of care and to abide by Ministry of Education ratios, the Centre employs teachers on permanent employment agreements and incurs costs for salaries on a daily basis.

## Procedures

Our fees are calculated over **40 weeks** of the year for ease of direct debit payments and administration.

Fees are to be paid for the 40 weeks that we are open each year regardless of statutory holidays, illness, family vacation times or if directed to close by Public Health due to an outbreak of a communicable disease. However, we are able to reduce fees to 50% for two weeks absence if three weeks' notice is given by email [elc@glenfieldcommunitycentre.co.nz](mailto:elc@glenfieldcommunitycentre.co.nz) or in hardcopy written format. This notice period allows us to plan for staffing requirements.

Fees are paid for statutory holidays. **A 10% discount is offered for two more children in a family and the discount is applied to the oldest child.**

One week's fees are payable prior to your child's first day at the Glenfield Community Centre;

Children must be enrolled for a minimum of 2 days per week and we request at least 6.5 hours per day so children can participate in all activities and routines;

Enrolment Fee of \$**75.00** is payable at the time of enrolment. If circumstances change and you do not wish to take up your enrolled place, we would appreciate it if you could advise us at least two weeks prior to the proposed commencement date;

Fees are GST inclusive and are to be paid by direct debit authority each Friday for the following week;

A late fee of \$1.00 per minute will be charged when parents are late to collect their child.

Parents agree their child is not enrolled in any other early childhood service on the same day they attend our Centre;

To run a quality Centre, it is essential that we keep ahead of costs. Our fees are reviewed on 1 February each year and if an increase is to occur, this increase will be effective 1 April.

WINZ subsidies are available but parents are responsible for their account until the WINZ subsidy comes through;

If you are planning to withdraw your child from the Glenfield Early Childhood Centre, you must give two week's written notification. This notification can be emailed to [elc@glenfieldcommunitycentre.co.nz](mailto:elc@glenfieldcommunitycentre.co.nz) or given in hardcopy written format. The initial one week in advance payment will be utilised during the last week of attendance if the appropriate notice period has been given;

Parents will be notified immediately if Hummingbirds Early Childhood Centre discovers a payment is missed;

Parents will have five working days from the date of notification to bring their account up to date or to make a payment arrangement. Any payment arrangement is agreed to at the discretion of the Centre Director. Failure to pay missed fees may result in a child's enrolment being revoked; All collection costs are the responsibility of the parents and such costs will be added to the outstanding fees.

As of 1 July 2010 children are eligible to start school at age 6. If a parent elects to keep their child in the Centre between 5 and 6 years of age the over 3 fees will apply i.e. the 20 hours initiative.

### **20 Hours ECE**

The Glenfield Early Childhood Centre is pleased to be able to offer the Government initiative of 20 hours early childhood education to children aged 3-6 years. Please note it is optional for early childhood centres to provide this initiative and Hummingbirds Early Childhood Centre reserves the right to revoke this initiative if it becomes unsustainable.

The rate that has been offered by the Government does not cover:

- The costs of providing higher teacher: child ratios;
- Extra resources and equipment available to children;
- The maintenance and costs of running centres in costlier areas;
- Administration costs to implement this policy.

Our Centre is open for 10.5 hours per day with an applicable daily rate for children over 3. Each day, a child can receive 6 hours of Free ECE, up to 20 hours per week.

A parent can only get 20 hours ECE if the Centre has hours to offer them.

A child must use 6 hours of the 20 hours free ECE in any one day;

If your child is enrolled at more than one Centre, parents must attest the number of hours they are using at each Centre;

**20 Hours ECE - Example**

Examples of how to complete an Attestation Form:

Please ensure that date at the bottom of the page is the date of your child's proposed start date

**Child enrolling for three days per week**

Monday	Tuesday	Wednesday	Thursday	Friday
	6	6	6	

**Child enrolling full time**

Monday	Tuesday	Wednesday	Thursday	Friday
	6	6	6	2

# Parent Involvement, Information and Communication Policy

## Background Information

Licensing Criteria 2008, Governance, Management and Administration

GMA2 Written information letting parents know how to access:

- Information concerning their child;
- The service's operational documents; and
- The most recent Education Review Office (ERO) report regarding the service

GMA3 Written information letting parents know:

- How they can be involved in the service
- Any fees charged by the service
- The amount and details of the expenditure of any Ministry of Education (MOE) funding received by the service; and
- Any planned reviews and consultation

## Purpose

At the Glenfield Early Learning Centre, we value parents' contribution and involvement in their child's education and care. We will strive to ensure that parents are advised on how to access relevant information concerning their child and the operation of the Centre and inform them of any planned reviews or consultation.

Staff and parents can discuss and agree on the best ways to communicate at the Centre. People can have realistic expectations about the level of communication and what they can expect to see happening.

## Procedures

Teachers aim to verbally communicate with parents daily;

Regular newsletters are put in child pockets in their respective rooms;

There is a day screen for recording and communicating relevant information to parents. Likewise, parents can leave messages or information for teachers to read;

Parents are invited to meet with management and teachers to share in decisions concerning their children's care and education;

Programme planning is displayed for parents to view;



Email is used as a tool for positive communication;

Portfolios are kept for each child to communicate information to parents and teachers about their child's development and daily activities;

The Families area on our website is updated regularly;

The following information is available to parents and can be accessed in the foyer area:

*Audited Annual Financial Statements of bulk grant funding, Building Warrant of Fitness, Centre License, Early Childhood Regulations (2008) and accompanying criteria, Complaints Policy, Earthquake/Fire Procedures, Person Responsible information, Centre Policies, Staff Qualifications*

Parents are encouraged to communicate with teachers and management freely and we appreciate contributions;

Teachers are bound by confidentiality and are not permitted to release any information concerning another child's health or behaviour.

# Parent's Needs and Aspirations Policy

## Background Information

Licensing Criteria 2008

C12 Communicate with adults providing education and care about their child, and share specific evidence of the child's learning; and to be involved in decision making concerning the child's learning.

C13 A record of information and guidance sought from agencies and/or services.

The Centre acknowledges parents' needs and aspirations for their child. The Centre will provide opportunities for parents to communicate the needs and aspirations they have for their child and consider this information in making decisions on the child's care and education.

## Purpose

At Glenfield Early Learning Centre, we respect and acknowledge parents/whānau/guardians and family knowledge about their child. We value that parents and whanau have needs and aspirations for their child and provide opportunities for them to communicate these needs and aspirations.

## Procedures

The Centre acknowledges that early childhood education is a partnership between parents and the Centre. The management and staff will ensure that parents have both the right and opportunity to share in decisions about their child's care and education;

The decision making process will reflect sensitivity to different cultural customs of the families attending the Centre;

During the enrolment process parents can communicate any special needs and aspirations they have for their child. This information will be recorded and kept with the child's file and communicated to those staff who will be working with the child;

Provision will be made for ongoing communication and interaction with parents about the curriculum of the Centre;

The Centre will provide photographic reflections of the children and activities occurring in the Centre;

The Centre will develop methods and systems that include opportunities for parents to record and express their level of satisfaction in the way in which the Centre is meeting the needs and aspirations they have for their child. The Centre will provide opportunities to record any suggestions for improvement.

# **Pest and Vermin Policy**

## **Background Information**

Health and Safety – Child Health

## **Purpose**

Glenfield Early Learning Centre recognises the importance of keeping the Centre free from pests and vermin.

## **Procedure**

We will ensure a regular and high standard of hygiene is practiced throughout the Centre;

The sight of any pest or vermin is to be reported to the Centre Manager who will immediately contact a Pest Control Service;

No bait will be laid out where children can access it;

To control flies, a low allergenic automatic dispenser containing pyrethrum, will be located in egress areas.

# **Pets on the Premises Policy**

## **Background Information**

Health and Safety – Child Health

## **Purpose**

We consider animals to be an important part of the experiences we provide for our children. Children are able to develop respect and a sense of responsibility in caring for animals. The well-being of any animals in the care of the Centre is of paramount importance in their inclusion in our programme

## **Procedure**

It is important that children are able to experience some pets within the Centre environment. To ensure well-being to children and staff, we allow birds, frogs and fish on the premises. Dogs, chickens and cats are not acceptable as their faecal material may contain pathogenic organisms and contaminate the premises. Turtles are not acceptable in the Centre as they are known to carry Salmonella;

Food and water supply for all animals is checked daily. Children are encouraged to take part in this caring routine;

Teachers role-model responsibility and care of the pets. This helps children to learn skills of caring for the animals, themselves and others;

A roster for the cleaning of the animal environments is maintained by the Room Supervisor to ensure each teacher has a turn and the animals are kept clean and healthy.

# Philosophy Statement and Self-Review Policy

## Background Information

Licensing Criteria 2008, Governance, Management and Administration

*GMA4 Evidence of opportunities provided for parents and adults providing education and care to contribute to the development and review of the service's operational documents.*

*GMA5 A philosophy statement expressing the service's fundamental beliefs, values and attitudes which guides the service's operations.*

*GMA6 A process for reviewing and evaluating the service's operations by the people involved in the service. The process is consistent with GMA4 and includes a schedule showing timelines for planned review of different areas of operation as well as recorded outcomes from the review process.*

## Purpose

Our Centre's philosophy guides our operation and is central to all other policies and practice statements therefore, a statement, which expresses our Centre's fundamental beliefs, values and attitudes, needs to be up-to-date and appropriate.

## Procedures

Each month a policy is included with the Centre newsletter. Parents are asked to review and comment by email;

Our Centre and Room philosophies are live documents and staff have the opportunity to be involved in reviewing these documents annually;

The Centre Manager and Head Teacher will give consideration to any ideas and feedback and make a decision on whether any changes to Policies or Philosophies should be made. The process and decision should be recorded (in meeting minutes or notes) and the decision will be communicated to staff and parents by notice or newsletter. Any changes to the Centre's Statement of Philosophy need not be submitted to the Ministry of Education.

# Physical Activity Policy

## Background Information

Licensing Criteria 2008, Health and Safety, Child Health and Well-Being

- C9 The service curriculum provides children with a range of experiences and opportunities to enhance and extend their learning and development – both indoors and outdoors, individual and in groups.

## Purpose

At Hummingbirds, we want to ensure that children are provided ample of opportunities to be active, explore their body through movement and extend on their physical development, both gross and fine motor skills.

## Procedures

Staff plan for daily physical activities for the children and provide opportunities that involve their whole body to participate in dance and movement;

Children are encouraged to explore their movement skills and develop their cognitive abilities;

Children are provided with experiences that develop both gross and fine motor skills and that offer varying degrees of challenge;

Adults are actively involved in providing knowledge and safe habits for children, parents and caregivers;

Adequate safe equipment is provided and well maintained;

For children under 3 years of age the outdoor environments are challenging but not hazardous;

Adults support children positively in challenges and new endeavours they want to undertake for children over 3;

Adults raise children's awareness about what is safe and what is harmful and the probable consequences of certain actions;

Children over 3 are provided with the opportunity to develop self-care skills and to protect themselves from harm within secure and safe limits;

Professional development includes opportunities for staff to increase their knowledge and skills in relation to physical activity;

Funds are allocated for the purchase of physical activity equipment.

# Positive Guidance Policy

## Background Information

Licensing Criteria 2008

C10 *A process for providing positive guidance to encourage social competence in children*

## Purpose

At the Glenfield Early Learning Centre, we believe that shaping a child's behaviour is essential part of our role. Child behaviour management will be positive and nurturing and the individual needs and perspectives of children will be taken into account. The boundaries for behaviour are made clear and are consistent so that children can feel secure, protected and happy in their environment. Our policy will ensure that inappropriate behaviour is eliminated or reoccurrence is reduced. Appropriate behaviour is acknowledged and recognised. Positive guidance will prevent physical or emotional harm to the child.

## Procedures

We provide an environment that is safe, friendly, non-threatening, equitable, secure and a fun place to be.

The teachers at the Glenfield Early Learning Centre empower children to:

### Make good choices:

- Respect and care for themselves and others
- Encouraged to use their words to resolve conflict
- Acknowledge their own feelings

### Strategies for Managing Behaviour:

- Re-direction of behaviour, i.e. guide child towards more appropriate activity;
- Always offer the child an explanation of why certain behaviour is unacceptable;
- Allowing the child time to correct his or her behaviour, i.e. "I will have to put the paints away if you continue to use them in that way";
- Removing the toy, activity or object that is central to the inappropriate behaviour after a warning has been given.

### Management Practices for Child Behaviour:

- Every child is afforded respect and dignity;
- Children are spoken to at a child's eye level at close range and in a soft tone
- Children are not to be shouted at across the room or at a close range;
- Children are listened to, what they have to say is important;
- Individual differences and culture are taken into account and respected.
- Every child is given positive guidance directed towards promoting appropriate behaviour, having regard to the child's stage of development

- Children are shown appropriate behaviour through caregivers who model positive ways of resolving conflict;
- When redirecting children's behaviour, staff will always give children a reason as to why such behaviour is inappropriate;
- All reasoning is at a level that each individual child can understand at their development level;
- Children are spoken to in a positive manner, are encouraged to do all things, and are praised verbally for their success or near success;
- Children are offered alternative forms of behaving when guidance is necessary;
- Children are never spoken to harshly, criticised, belittled or shouted at;
- Every child's achievements, no matter how small are important and recognised.

**Guidance procedures will include:**

- Avoid giving attention or withdraw attention from the instigator of the inappropriate behaviour;
- Give comfort to the victim; then take time to explain what is wrong or not appropriate to the instigator, while still comforting the victim;
- Invite the instigator to get the ice bag etc. so that they then have the opportunity to take responsibility for their own action;
- Try to be positive in your response to inconsiderate behaviour by saying "looks like that was an accident" what could you do to make sure it does not happen again or "sometimes people forget the rules, you will probably remember next time – what do you think?"
- Praise positive behaviour;
- Showing or explaining to the child the consequences of his actions and encouraging victims to verbalise their feelings toward the aggressive child;
- Children being shown alternative, acceptable forms of behaviour;
- One to one programme for disruptive children redirecting the energies into positive activities.



# Privacy Policy

## Background Information

Privacy Act 1993

## Purpose

To ensure that all information collected, whether on a child or adult, is lawful and used for the appropriate and intended purpose. Parents/guardians will have a clear understanding of the reasons for collecting such information and will give consent where necessary.

## Procedures

No information regarding children or their families will be released to anyone other than those employed by the Centre, or support agencies, without specific consent from parents;

The enrolment form seeks permission to share family telephone numbers;

The enrolment form seeks permission for the utilisation of photographs, in-house video, and webcam services. Centre cameras are only to be used to take photos of the children enrolled at the Centre and these photos must not leave the Centre via email or any mobile device;

Enrolment forms of children who have left the Centre are stored securely as required by the Ministry of Education;

All information regarding staff is confidential and is stored securely at all times;

The Centre Manager will carry out the duties of the Privacy Officer.

# Sand Pit Policy

## Background Information

Playground Safety Standards SNZ HB 5828 2:2006

## Purpose

Sandpits provide immense pleasure and learning for our children. We have put this policy in place to ensure that sandpits are routinely maintained to provide a safe environment.

## Procedures

- The sandpit has been built in accordance with the Playground Safety Standards with the required drainage;
- Sandpit is covered each night and raked weekly or as required;
- It is fitted with permeable covers that allows natural cleaning via rainwater;
- Sandpit will be washed every six months;
- Inspection of the sandpit will occur daily in the morning and these inspections will be recorded;
- If contamination occurs, the sandpit will be washed immediately, and if necessary the sand replaced.

# Settling and Transitioning Policy

## Background Information

There is no regulatory text for this. Settling and transition issues are important ones for both children and adults, and need to be handled sensitively and skillfully by staff.

## Purpose

Setting into a new Centre and transitioning from home to Centre, from one Centre to another or to school can be stressful for both the child and parents. At Hummingbirds we aim to provide a process that is positive, relaxing and fun which will optimise the benefit of attending the Centre.

## Procedures

### *New Children:*

Parents and children are encouraged to visit as often as possible before the child is expected to attend.

We suggest visiting regularly for at least the fortnight prior to your child's official start date. Parents are encouraged to get to know their child's teachers during this transition time;

Parents are welcome to stay during the first stages of transition until their child is settled into an activity or happy with a teacher;

Parents are encouraged to share their knowledge of their own child with our teachers to help the settling process;

Parents are welcome to bring, in the initial stages, any special toys or cuddlies that might help their child to settle;

Parents are encouraged to complete and return the "All About Me" form and any applicable routine to help with the settling of their child and keep the Centre informed of routine updates.

### *Transitioning Children*

Movement between groups is based on developmental readiness and availability of spaces;

Parents are notified and kept informed about the likelihood and timing of any space becoming available;

Before a child's transition, information including sleep time patterns, comforters, food likes and eating habits, interests, toileting, language etc. is given to the Room Supervisor in the transitioning room.

In preparation for transition teachers encourage children to master the skills necessary for success in the child's new environment;

Portfolios, updates, photos etc. will be passed through to the new Room Supervisor with information updates on the child.

The child will visit their new room for a few hours each day to get to know the environment and their teachers.

# Sleep Monitoring Policy

## Background Information

Licensing Criteria 2008

- HS9 *(i) A procedure for monitoring children's sleep. The procedure ensures that children:*
- *Do not have access to food or liquids while in bed; and*
  - *Are checked for warmth, breathing and general well-being at least every 5-10 minutes or more frequently according to individual needs.*
- (ii) A record of the time each child left in the care of the Centre sleeps and checks made by adults during that time.*
- HS10 *Adults have access to at least one side of the child's bed; the area surrounding each child allows sufficient air movement to minimise the risk of spreading illness; and children who are able to sit or stand can do so safely as they wake*
- HS11 *If not set up permanently, beds and bedding is hygienically stored when not in use.*

## Purpose

The Sleep Monitoring Policy is designed to take reasonable steps to ensure the safety and well-being of children when sleeping at the Centre through regular monitoring. It will ensure that children get undisturbed rest in a secure and familiar environment. Information on child's sleep is recorded and therefore is available to all staff to communicate with the child's parents who may ask.

## Procedures

Beds will be placed so there is adequate space between beds to ensure safety, hygiene and means of access at all times;

Staff will take all reasonable steps to ensure that noisy or distracting activities by other children/adults adjacent to the designated sleep area are kept to a minimum during the time when children are sleeping or resting;

Children are assigned their own cot. If the cot is shared by another child during the week then the bedding is placed in an individual sleep bag - sheets are changed and washed weekly or as required;

The sleep chart will be initialled and updated as monitoring occurs. Sleep times will be recorded on the Day Screen of the respective room.;

Each child's face will be visually checked to ensure they are breathing comfortably without restriction and are settled;

**No child has access to fluid or food while in cots or any other sleeping or resting place;**

Children are monitored every 10 minutes or as required.

# Sleep Space and Facilities Policy

## Background Information

- PF29 *Furniture and items intended for children to sleep on will include cots, beds, stretchers or mattresses and will be of a size that allows children using them to lie flat and are of a design to ensure their safety.*
- PF30 *Beds that will be used by more than one child over time are securely covered with or made of a non-porous material that:*
- *Protects them from becoming soiled*
  - *Allows for easy cleaning; and*
  - *Does not present a suffocation hazard to children*
- PF31 *Clean individual bedding such as blankets, sheets, sleeping bags and pillowslips is provided for sleeping or resting children that is sufficient to keep warm*
- PF33 *Space is available for children aged 2 years and older to sleep or rest for a reasonable period of time each day. If the space used for sleeping or resting is part of the activity space, there are alternative activity spaces for children not sleeping or resting as necessary.*
- PF34 *Beds are available for the sleep or rest of children aged 2 years and older.*
- PF37 *A designated space is available to support the provision of restful sleep for children under the age of two at any time they are attending. The space is located and designed to:*
- *Minimise fluctuations in temperature, noise and lighting levels;*
  - *Allow adequate supervision; and*
  - *Accommodate at least the requirements of criterion PF38, when arranged in accordance with criterion HS10.*
- PF38 *Beds are provided at a ratio of at least one to every 2 children under the age of two.*

## Purpose

To ensure the health and well-being of children who sleep and/or rest while at the Glenfield Early Learning Centre.

## Procedures

Beds will be placed so there is adequate space between beds to ensure safety, hygiene and means of access all times;

Beds purchased and used will meet the following criteria:

- will allow the child to stretch out full length without exceeding both ends;
- will allow the child to lie down;
- will have a surface made of a fabric and materials that are impervious to water and can be cleaned by wiping with antiseptic solutions;
- will be kept in good condition and repair.

**Children aged 3 months – 2 years:**

The Centre will provide suitable and safe bedding cots;

Children are assigned their own cot;

There will be adequate space between cots to ensure safety, hygiene and means of access at all times;

If two children are using the cots on different days, sheets and blankets are placed in the child's individual bed bag.

Sheets are changed and washed weekly or more if required.

**Children 2 years to 6 years:**

All children's bedding will be stored in individual storage bags;

Sheets are changed and washed weekly or more if required;

There will be adequate space between beds and cots to ensure safety, hygiene and means of access at all times;

Individual children who do not require resting/sleeping at the Centre will be able to rest outside the sleep room or join in quiet activities.

# Smoke-Free Policy

## Background Information

Education (Early Childhood Services) Regulations, Health and Safety Practices: General #1(a)

- Every licensed provider to whom this regulation applies will take all reasonable steps to promote the good health and safety of children enrolled in the service.

Smoke Free Environments Act #108, Workplaces and Public Areas, Part 1 #7(a): Smoking prohibited at school and early childhood education and care centres:

- The managers of school premises or premises to which subsection (4) applies (as per rationale) must take all reasonably practicable steps to ensure that:
  - No person smokes in any part of the premises (whether an internal area or open area) at any time on any day; and
  - A notice stating that smoking within the premises is forbidden at all times is prominently displayed at or immediately inside
    - Every entrance to the premises; and
    - Every outer entrance to every building or enclosed area forming part of the premises

## Purpose

At the Glenfield Early Learning Centre, we will prevent the detrimental effect of other people's smoking on the health of all adults and children here.

## Procedure

Smoking is not permitted in our Centre or on Centre grounds during opening hours;

No Smoking signs are displayed throughout the Centre;

Staff are not permitted to smoke outside the Centre or in their uniform (where visible);

Teachers are required to wash their hands and freshen their breath before attending any child after smoking;

Any person entering the premises smoking will be required to extinguish the cigarette, pipe etc. or they will be asked to leave;

Teachers who do smoke will be fully supported and encouraged if they do decide to kick the habit;

Any complaints regarding this policy should be directed to the Centre Manager;

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



# Student Teachers Policy

## Background Information

Licensing Criterion (2008) – Governance and Administration

## Purpose

We enjoy the input that student teachers have to offer our Centre, teachers and children. Teachers appreciate students who are able to get down to each child's level, use their initiative, and the knowledge and experience of our teachers. The following procedures have been formulated to offer each student guidance in their practice and to protect them against any allegations of child abuse.

## Procedures

All students are to be made to feel welcome and part of our team for the duration of their teaching experience;

No student is to be left alone with any child or group of children;

No visiting student is to change or toilet any child without supervision;

No student is authorised to administer first aid or medicine to any child;

Students should familiarise themselves with Centre Policies and Emergency Procedures;

Students are to be made aware of any allergies or special care requirements for individual children;

Students are required to refer all problems, queries or suggestions to their Room Supervisor;

All teachers are to make themselves approachable to students;

Students sign an individual contract with their associate teacher which outlines details such as start and finish times. Breaks for lunch are one hour and morning and afternoon tea, ten minutes;

Students must notify their associate teacher if they are ill and unable to come to work;

Students are never to be included in the teacher: child ratio;

All students are required to display a personal profile intended as an introduction for parents to read;

Students are required to wear "student" badges while on work experience.

# Sun Protection Policy

## Background Information

Education (Early Childhood Services) Regulations 2008, 46 Health and Safety Practices standard general

- 1a) *Requires every licensed service provider to whom this regulation applies to take all reasonable steps to promote the good health and safety of children enrolled in the service.*

## Purpose

As part of the Glenfield Early Learning Centre's commitment to protect children from harm it is important for us to contribute to minimising the risk of exposing children to excessive ultraviolet radiation (UVR) that causes sunburn, skin damage and increases the risk of skin cancer.

The Glenfield Early Learning Centre recognises the importance of having a balance between avoiding an increase in the risk of skin cancer and getting enough sun exposure to maintain adequate levels of Vitamin D. Between April and August children will be encouraged to actively enjoy the sun and not wear sunhats, sunscreen or play in the shade.

## Procedures

The Centre has been designed with ample undercover area, shade sails and pergola to ensure that adults and children can enjoy the outdoor area all year round;

Sunhats are provided by the Centre for adults and children and are to be worn by all children and teachers throughout the year or as necessary;

Sun block is applied whenever children are exposed to the sun throughout the year. Sun block is provided by the Centre, however any child requiring a special sun block due to skin allergies must provide their own;

Parents are encouraged to sun block their children prior to bringing them to the Centre each morning;

For infants who often remove their hats, sun block will be applied directly to their scalps.

# Transition to School Policy

## Background Information

The Glenfield Early Learning Centre is committed to supporting children and families in the transition to school.

## Purpose

The Glenfield Early Learning Centre will work towards preparing the children and their families for a smooth transition between our Centre and the school environment.

## Procedures

We will include in our programme:

- A balance between structure and free play;
- Routines that encourage self-help, growing independence and positive attitudes towards eating and toileting skills;
- Opportunities to develop pre-writing skills e.g. Children are encouraged to develop their fine motor skills by correcting using paint brushes, pencils and felt pens etc.
- Familiarity with numbers and their uses in a wide range of activities in the Centre setting;
- Opportunities for developing verbal communication with teachers and peers on a one on one basis as well as in small and large groups;
- Encouraging children to develop good social skills where their self-esteem is promoted and emotional needs are met;
- Problem solving and decision making skills.

Children's portfolios will be returned to the child when leaving for school;

The Centre will provide photos of local schools and pictures of teachers;

Children aged 4 years and above will participate in small group learning in a structured Transition to School programme for an hour a day. This will involve fun activities designed to help Transition to School easier such as scissor skills, pencil skills, alphabet and number recognition, name writing and recognition and left to right reading skills.

# Ventilation, Heating and Noise Policy

## Background Information

Licensing Criterion (2008) – Premises and Facilities

PF12 *Parts of the building or buildings used by children have:*

- *lighting (natural or artificial) that is appropriate to the activities offered or purpose of each room;*
- *ventilation (natural or mechanical) that allows fresh air to circulate (particularly in sanitary and sleep areas);*
- *a safe and effective means of maintaining a room temperature of no lower than 16°C;*
- *acoustic absorption materials if necessary to reduce noise levels that may negatively affect children's learning or wellbeing.*

## Purpose

To ensure the safety and well-being of children and staff at the Centre is maintained:

## Procedures

Habitable spaces and recreational rooms shall have provision for maintaining the internal temperature at no less than 16°C at all times;

All heating fittings are wall mounted and are inaccessible to children;

All heating devices used in the Centre are inaccessible to children;

Temperature monitors have been mounted to the walls around the Centre for maintaining the required internal temperature at all times;

Noise is kept to a reasonable level especially in areas designated for rest or sleep;

Activities outside the rooms designed for rest or sleep will be kept to a reasonable level of noise so as not to disturb resting, sleeping children;

To safeguard people from illness or loss of amenity due to lack of fresh air, windows will be opened in every room in the Centre used by children or staff to ensure adequate ventilation.

# Washing Soiled Children Policy

## Background Information

Education (Early Childhood Services) Regulations 2008, Regulation 46(1)(b) & 55, Criteria HS30

## Purpose

To ensure that children who have soiled themselves will be washed privately and with dignity;

## Procedures

Each nappy room is equipped with a deep basin equipped with a pull out shower nozzle;

If required, other nappy changing areas are to be used while a child is being washed;

Staff are to put gloves on and undress the child while standing in the basin;

Clothes will be put to the side for bagging after the child has been looked after;

The child will be washed, re-dressed and comforted if required;

The staff member will remove any material from the basin, place in a paper towel and dispose of down the toilet;

The basin is to be washed down and sprayed with sanitiser, along with surrounding areas of the basin;

Clothes are to be placed in a bag and taken to the laundry where they will be washed separate from other items.