

POLICIES AND PROCEDURES

The policies set out herein are the practices of Mana Tama Aoga Niue Preschool. We encourage parents, educators, and staff 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 within Mana Tama Aoga Niue Preschool service 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

Licensing Criteria 2008, Health & Safety

HS24 All practical steps are taken to get the immediate medical assistance for a child who is seriously injured or becomes seriously ill, and to notify a parent of what has happened.

HS33 Where there is serious injury or illness or incident involving a child while at the service that is required to be notified to be specified agency the service provider must also notify the Ministry of Education at the same time.

Purpose

At Mana Tama Aoga Niue Preschool 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 service to facilitate communication with parents/caregiver and provide a record. The Staff + Management will review these records to evaluate whether there are any recurring accidents;

Procedure

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.

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 daily diary and communicate if 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. 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, and twisted ankle/wrist etc., minor burn, serious abrasions, insect sting, crush injury;

Serious – Comfort the child and apply first aid if practicable. Advise Coordinator 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 Managing Director no later than 5 days after the accident.

Staff have first aid qualifications and are trained to administer first aid in an

accident; Our centre has a complete first aid kit in accordance with Appendix 1

At the services discretion, an ambulance will be called if we deem the injury is beyond our first aid training. The Centre Manager will notify Ministry of Education for any serious accidents and illness.

Approved:

Review Date: 1/11/2021

Next Review Date: 1/11/2022

-No feedback from whanau and staff

CHILD PROTECTION POLICY



Background

Licensing Criteria 2008, Health & Safety

HS28 There is a written child protection policy that meets the requirements of the Vulnerable Children Act 2014. The policy contains provisions for the identification and reporting of child abuse and neglect and information about how the service will keep the children safe from abuse and neglect and how it will respond to suspected child abuse and neglect.

HS29 All practicable steps are taken to protect children from exposure to inappropriate material (for example of an explicitly sexual or violent nature).

HS30 All staff must not use, or be under the influence of, alcohol or any other substance that has a detrimental effect on their functioning or behaviour while responsible for children attending the service.

HS31 All practicable steps are taken to ensure that children do not come into contact with any person on the premises who is under the influence of alcohol or any other substance that has a detrimental effect on their functioning or behaviour.

HS32 No person on the premises smokes in any area which is available for use by children or for food preparation while children are attending the service.

Purpose

- To protect all children and ensure they are safe.
- To develop staff and family awareness of protection procedures which are relevant to identifying and notifying physical, emotional, sexual and neglect abuse (Refer to Appendix for Signs of Abuse and Neglect)
- To ensure all staff are informed and up to date with appropriate procedures and how to respond to child abuse.

Procedure

Children's personal safety, security and wellbeing is paramount at all times.

1. All Staff will be police vetted before their start date at the centre.
2. The service provider excludes any person employed or engaged in the service from coming into contact with children if they have reasonable grounds to believe that the person:
 - has physically ill-treated or abused a child or committed a crime against children; or
 - in guiding or controlling a child, has subjected the child to solitary confinement, immobilisation, or deprivation of food, drink, warmth, shelter, or protection.
 - And if necessary to ensure there is no ill-treatment of children, excludes that person from the service and home while the educator is providing education and care. (*Regulation 56, Education (Early Childhood Services) Regulations 2008*).
3. All practicable steps are taken to ensure that children do not come into contact with any person on the premises who is under the influence of alcohol or any other substance that has a detrimental effect on their functioning or behaviour. Steps to be taken will be to go into lockdown and call the police.
4. Children will not have access to inappropriate material, including but not limited to: magazines, television programmes, materials of a sexual or violent nature.
5. Mana Tama Aoga Nui Preschool will ensure all staff receive annual training on recognising and responding to child abuse. Refer to **Signs of abuse and neglect** document.

6. If abuse is suspected staff will be encouraged to discuss this with management and family.

7. No smoking will be done during the centre's operational hours by any staff or family members or visitors who visit on site.

If an educator/staff member is suspected or reported to have harmed a child, children will be removed from their care until an investigation by management has taken place (see Personnel Policy – Serious Misconduct). They will be advised of the allegation and advised of potential consequences, in consultation with the Police. They will be encouraged to seek support.

6. Mana Tama Aoga Niue Preschool adopts the **Reporting of Suspected Child Abuse and Neglect**

Protocol between the Ministry of Education and Oranga Tamariki for Early Childhood Education Services, 2010.

Process for reporting suspected abuse:

- a. Where abuse is suspected or disclosed, the staff member is to ensure that the child is safe from harm.
- b. The person/staff member with the concern will contact management with their concern.
- c. The person with the concern will make a dated report detailing the concern, and this report will be kept in a locked file in the office. Physical/behavioural observations and anything said by the child should be carefully documented.
- d. Any person involved can contact OT or the Police.
- e. Referral forms to OT/Police are available from the contact centre for OT's and Police, either by fax or email.
- f. Mana Tama staff will follow the advice of OT/Police.
- g. Deciding when and who will inform the parent and/or caregiver will be determined by OT and Police in consultation with Mana Tama Aoga Niue Preschool.
- h. In the event of alleged abuse by someone outside the service, staff, with support from management, will ensure there is no contact between the child and the person whom the allegation is against while the child attends the service.
- i. All actions will be documented, and records kept in the locked file.
- j. Confidentiality will be maintained at all times.

Approved:

Review Date: October 2021

Next Review Date: October 2022

-No feedback from whanau and educators

CURRICULUM AND ASSESSMENT POLICY



Background Information

Licensing Criteria 2008, Curriculum

C1-C13 – Professional practice, Culture and Identity, Children as Learners, Working with Others

Documentation that Mana Tama Aoga Niue is complying with the following criteria is evidenced via wall displays, portfolios, planning folders, policies and procedures.

The service curriculum is consistent with any prescribed curriculum framework that applies to the service – Te Whāriki

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;

Adults providing education and care engage in meaningful, positive interaction to enhance children's learning and nurture reciprocal relationships

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

Purpose

As educators, 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.

Children as Learners

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

The service curriculum provides a language-rich environment that supports children's learning

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

Procedures

Programming is implemented co-operatively by the educators 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 programme planning 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.

Educators 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;

Educators plan activities that support the learning and discoveries which have been identified through observations shared from home and at the service. Learning experiences are based on the following areas: discoveries, home, care and routines, community, relationships, language and communication;

Group planning for over 2 and wall displays for under 2 will be prominently displayed for parents to view.

We use multiple perspectives to enable authentic and rich assessments of children's learning. Educators 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.

Educators 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 service 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. Alternatively parents can view their child's learning stories securely through the "storypark" portal with their login via www.storypark.com.

Approved:

Review Date: August 2021

Next Review Date: August 2022



FINANCIAL MANAGEMENT AND ANNUAL PLAN POLICY



Background Information

Licensing Criteria 2008, Governance, Management and Administration

GMA7 - An annual plan identifying who, what and when in relation to key tasks undertaken each year

GMA8 - An annual budget setting out the services estimated revenue and expenses for the year:

Purpose

Mana Tama Aoga Niue Preschool management, along with staff, 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 Managing Director 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 Managing Director 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 Managing Director 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 Managing Director 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 in the home services display wall area or in the centre folder that is accessible for parents to view upon entering the centre;

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.

Approved:

Review Date: November 2021

Next Review Date: June 2023



FIRST AID POLICY

Background Information

Licensing Criteria 2008, Health and Safety / Premises and Facilities

HS22 There is an adult present at all times while the children attending who holds a current first aid qualification gained from a New Zealand Qualification Authority accredited first aid training provider: or

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

PF15 There is a first Aid Kit that complies with requirements, I s easily recognisable and inaccessible to children.

Purpose

To ensure that there is a first aid kit provided at the centre ready for immediate use, equipped to a standard approved by the Ministry of Education First Aid requirements

To ensure every person responsible for the care of children have a first aid certificate within 4months of being employed and maintain a current first aid certificate whilst they are employed in the centre.

Procedures

All First Aid kits are inaccessible to children;

First aid kits will be checked monthly by staff 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 staff working with children need to have a current first aid certificate

Mana Tama Aoga Niue will ensure that First Aid Training is booked (if needed) for every staff member within the week an employment agreement is signed.

The staff member will complete their first aid certificate training within 4months from the date of employment.

Admin will check first aid certificates every year to ensure certificates are not expired. Notifications are setup in infocare.

If certificates are due for renewal the centre administrator will ensure that a refresher course is booked in before the date of expiry.

Approved:

Review Date: August 2021

Next Review Date: June 2024

HAND WASHING POLICY



Background Information

Licensing Criteria 2008, Premises and Facilities

PF16 There is a toilet and hygienic hand washing and drying facilities suitable for the use of the children attending

Purpose

The criterion aims to uphold children's safety and well-being.

Procedures

There is a toilet and hygienic hand washing and drying facilities suitable for the use of the children

Attending. Teachers safely supervise children and assist them in hand washing when needed.

Teachers ensure children wash their hands before and after every mealtime, and after engaging in messy play.

Teachers ensure children wash their hands after toileting.

Mana Tama Aoga Niue must have a facility where a tap has running water and is monitored so children can clean their hands safely and must be supervised while doing so.

Authorised:

Review Date: October 2021

Next Review Date: August 2024

HEAD LICE POLICY



Background Information

Licensing Criteria 2008, Health and Safety, Child health and wellbeing

Head lice, nits, or kutu's, are very common in kids and easily spread around school. They can be annoying but are treatable. They shouldn't affect your child's education.

How can I tell if my child has head lice?

Your child may have an itchy scalp, especially around the nape of the neck, crown and ears. You may see live lice on the scalp, or hard, pale grey or yellow-white eggs (nits) like grains of salt attached to the hair, close to the scalp. Or the first indication you may have is when the school tells you there's an outbreak.

How do I treat them?

The key to dealing with lice is to check, treat and inform.

1. Check: check your child's hair regularly - once a week is a good guide. In the past, teachers and public health nurses lined kids up for public and humiliating checks at school. These day's schools don't do checks so it's up to you to check at home.
2. Treat: If you find live lice or unhatched eggs, treat your child as soon as you can. Your chemist can advise you on the best way to deal with the problem. Schools also give good advice and can refer you for further advice and treatment. Treatments don't need to be expensive, although they can be time-consuming, for example using a fine-toothed comb every day.
3. Inform: Let the school know when your child has lice or nits. They can then tell other parents that there is an outbreak, so everyone can check and treat their own children. Teachers can make adjustments in the classroom – such as removing the 'dress-up' box until the infestation is over, or reducing close group work where students' heads are touching. Many schools work with the public health nurse when there is a school-wide infestation.

Will my child have to stay away from school?

No, the school shouldn't exclude your child or ask you to keep them at home because they have lice. **How can I stop my child getting head lice?**

Head lice is really common in children. There are some things you can do to help prevent them:

- brush your child's hair every day (or remind them to do this)
- don't share brushes, combs, towels or hats
- check that the school doesn't store children's hats all together
- check your child's hair for lice regularly, and act straight away if you find any
- you don't need to shave your child's hair, but it can help to keep it short or tied up when at school.

What can I do if my child keeps getting re-infested?

It is very frustrating when you have treated your child and find they keep getting re-infested.

Tell the school every time your child comes home with a fresh batch of lice – so that the whole school community can take responsibility for the problem. If head lice are an ongoing problem the public health nurse may assist the school to provide information and advice to parents.

It's also common for children to re-infest themselves - it only takes a stray nit or lice to start the cycle again. Make sure you complete any treatment, keep checking, and follow the prevention tips.

Approved:

Review Date: May 2021

Next Review Date: May 2022



HEALTHY EATING POLICY



Background information

Licensing Criteria 2008, Health and Safety

HS16 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.

HS18 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.

HS19 Children are supervised while eating.

HS20 Infants under the age of 6 months and other children unable to drink independently are held semi-upright when being fed. Any infant milk given to a child under the age of 12 months is a type approved by the child's parent.

Purpose

To promote Children's health and well-being through sound nutritional practices. 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 are to be role models by eating healthy appropriate snacks alongside the children;

Independent water supply is available and accessible to children throughout the day.

Children have access to water and have water bottles for them readily available for younger children and older children are encouraged to implement self help skills by pouring into a cup to drink.

Infants under the age of 6months and other children unable to drink independently are help semi upright when being fed, and any food or drink that is given to any children under the age of 12months will be bought by the parents and whanau.

To educate children and their whanau in the preparation and consumption of nutritional meals and snacks, enabling them to form healthy eating habits.

Guidelines

1. To ensure all children understand that healthy food creates a healthy body.
2. To help children appreciate the cultural and family values of food

3. To educate parents about healthy food so that they may be good role models to ensure healthy food is provided at home.

Strategies

Teachers will reinforce healthy foods by

- Role modelling
- Preparing healthy Meals and Snacks daily.
- Including nutritional based activities into the children's programme
- Sitting with children at meal times and discussing healthy food choices
- Parent's newsletters will include tips and recipes on nutritional foods for pre-schoolers.

Approved:

Review Date: April 2021

Next Review Date: April 2024



ILLNESS+INFECTIOUS DISEASES POLICY



Background Information

Licensing Criteria 2008, Health and Safety

HS23 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.

HS23 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 Services 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 management or upon the directive of the Public Health service.

We will take all reasonable steps to ensure staff/educators 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.

Procedures

Temperature is one of the markers of the onset of child illness. If a child's temperature reaches 38° C, parents will be informed. If a child's temperature reaches 38.5 Deg C, 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 area designated 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 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 38.5deg C 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 diarrhoea twice within the last 24 hours they must remain at home until 48 hours after the last bout of vomiting or diarrhoea;

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

All staff have a duty to report to the centre manager if they have reason to suspect any adult, visitor or child is attempting to or has come onto the premises during operating 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;

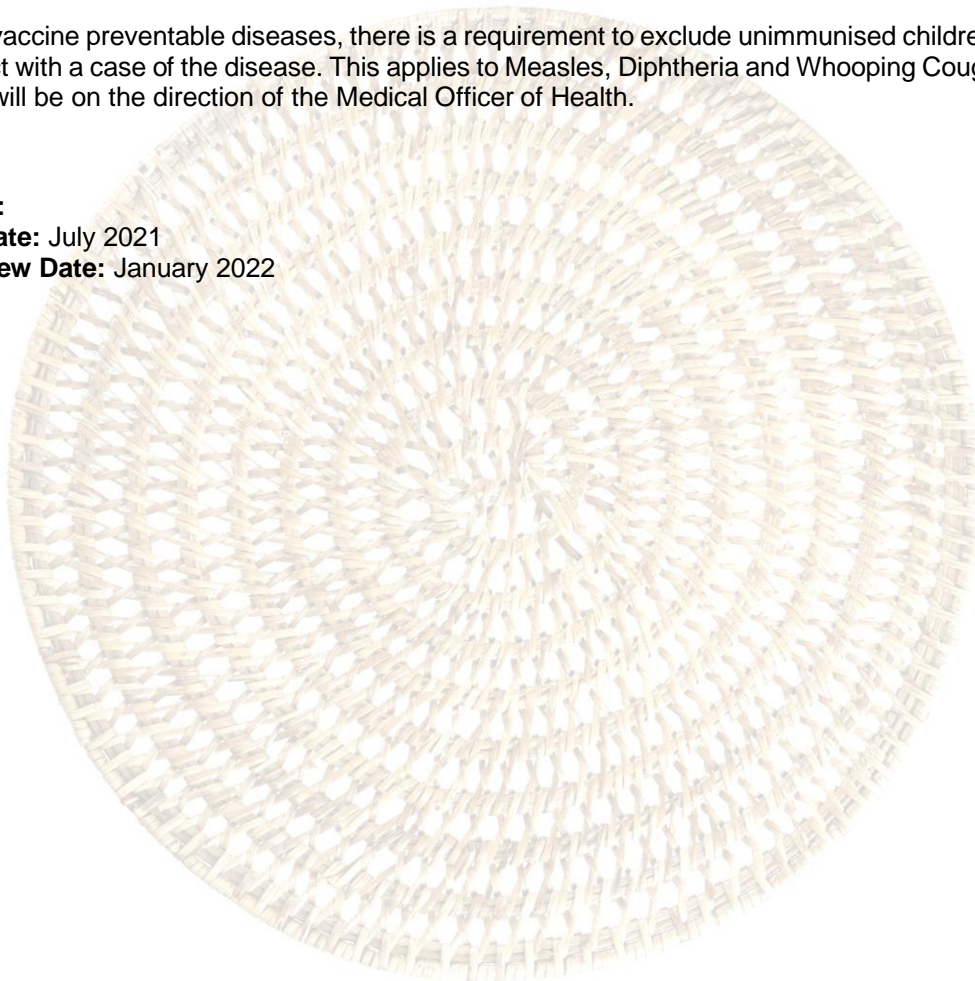
Where the staff member has reason to believe that an “infectious person” is attempting to come onto, or is present on the premises then the staff member will advise that person that they may pose a risk to the children/staff by being on the premises;

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.

Approved:

Review Date: July 2021

Next Review Date: January 2022





INFORMATION & PARENT CONCERN/COMPLAINTS POLICY

Background Information

Licensing Criteria 2008, Governance, Management and Administration

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 Mana Tama Aoga Niue 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 Centre Manager 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 Managing Director 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 manatamapreschool@gmail.com 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 the Ministry of Education. We hope that your concern has been resolved before this stage. However, if you feel that the Managing Director 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

Or you can: Telephone: 09 6329400 Facsimile: 09 6329401
Email: enquiries.auckland@minedu.govt.nz
Website: www.minedu.govt.nz
Centre Director: Elviso Togiamua 02102613658
Management Support: Casey Smith 0212476975

Approved:

Review Date: October 2021

Next Review Date: October 2022

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 service maintains a high level of hygiene a process will be in place whereby linen and other items used by the children eg. dress up clothing

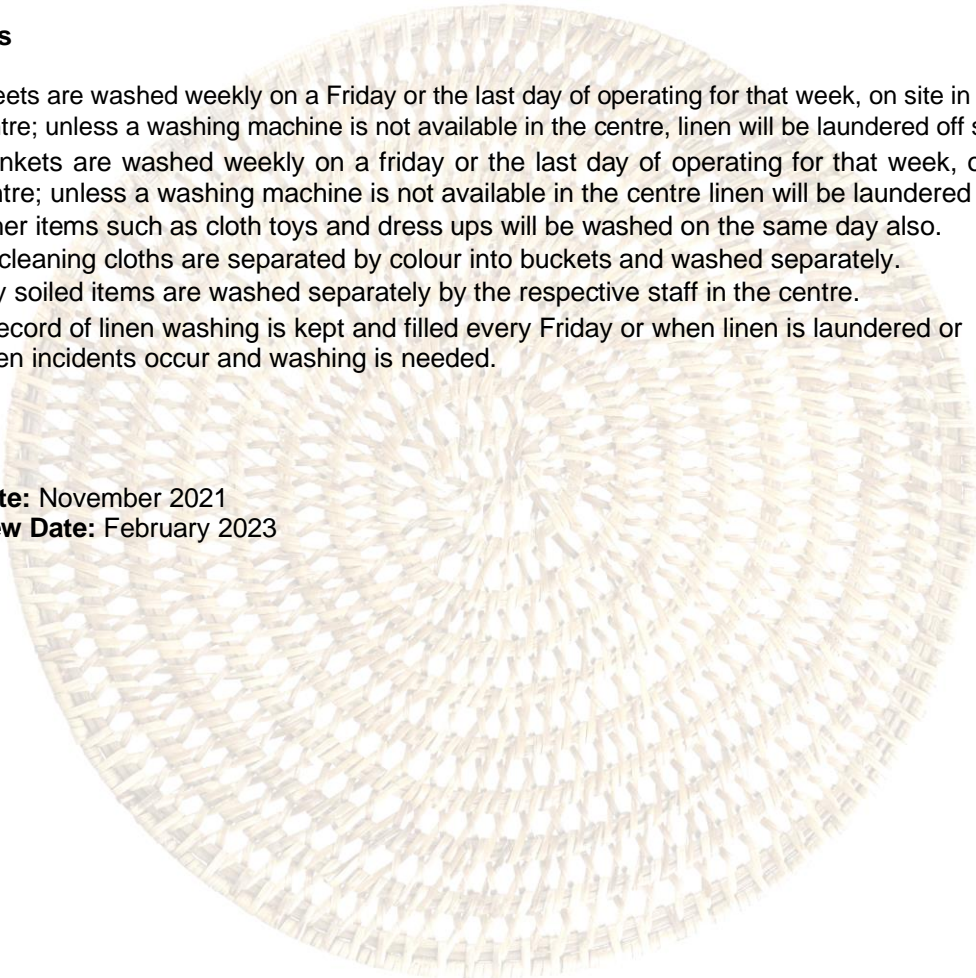
Procedures

- Sheets are washed weekly on a Friday or the last day of operating for that week, on site in the centre; unless a washing machine is not available in the centre, linen will be laundered off site.
- Blankets are washed weekly on a Friday or the last day of operating for that week, on site in the centre; unless a washing machine is not available in the centre linen will be laundered off site.
- Other items such as cloth toys and dress ups will be washed on the same day also.
- All cleaning cloths are separated by colour into buckets and washed separately.
- Any soiled items are washed separately by the respective staff in the centre.
- A record of linen washing is kept and filled every Friday or when linen is laundered or when incidents occur and washing is needed.

Approved:

Review Date: November 2021

Next Review Date: February 2023





MEDICINE ADMINISTRATION POLICY

Background Information

Licensing Criteria 2008, Health and Safety

HS25 Medicine (prescription and non-prescription) is not given to a child unless it is given:

- *by a doctor or ambulance personnel in an emergency; or*
- *by the parent of the child; or*
- *with the written authority (appropriate to the category of medicine) of a parent.*

Medicines are stored safely and appropriately and are disposed of or sent home with a parent (if supplied in relation to a specific child) after the specified time.

HS26 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 Mana Tama Aoga Niue Preschool 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

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.

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

- 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 staff member. 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 for ongoing treatment;

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° C, 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 Mana Tama 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

Training will be given to staff by the parent, or any other medical professional for any administration of medication.

This will be recorded in the child's Individual Health Plan.

Approved:

Review Date: August 2021

Next Review Date: July 2022

NAPPY CHANGING PROCEDURE POLICY



Background Information

Licensing Criteria 2008, Health and Safety / Premises and Facilities

HS3 A procedure for the changing (and disposal, if appropriate) of nappies is consistently implemented.

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

HS27 Children are washed when they are soiled or pose a health risk to themselves or others

PF17 Where children wearing nappies attend, there are safe and hygienic nappy changing facilities.

PF18 There is a plumbing fixture (such as a shower, shub or bath) for washing sick or soiled children.

Purpose

In the Mana Tama Aoga Niue service 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 nappy changing record of the service;

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.

All soiled nappies, gloves and wipes are to be placed in the bin provided for nappies or in the bin outside if it can be disposed of without compromising supervision of tamariki;

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 hypo-chlorate) 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 or mat, staff need to be able to keep one hand on the child at all times (ie. 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;

Approved:

Review Date: November 2021

Next Review Date: November 2023

OUTINGS, EXCURSIONS & TRAVEL PERMISSION POLICY



Background Information

Licensing Criteria 2008, Health and Safety

HS14 - Whenever children leave the premises on an excursion:

- *assessment and management of risk is undertaken*
- *a supervision plan specific to the excursion is developed and implemented;*
- *parents have given prior written approval of their child's participation:*
 - i. For regular excursions at the time of enrolment; and*
 - ii. For special excursions prior to the excursion taking place; and*
- *There are communication systems in place so that people know where the children are and staff can communicate with others as necessary.*

HS15 – If children travel in a motor vehicle while in the care of the service:

- *Each child is restrained as required by Land Transport legislation; and*
- *The written permission of a parent of the child is obtained before the travel begins.*

Purpose

Safety is of paramount importance when leaving the service. 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 service name and phone number to be worn by all 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. Only staff members with a Full Current Drivers Licence will be able to drive vehicles for any centre excursions.

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

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

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

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 home service display wall giving information on the trip destination, times and contact phone number;

It is preferred that organised van transportation be used whenever possible for excursions; Health practices to be maintained, eg 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 staff member, 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;

Sample Risk Assessment Form

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

Excursion Risk Assessment



Centre/Service Name	
Destination	
Date	
Approx numbers children/adults	
Description and purpose of excursion	
Transport/logistics	

Hazard <i>(what could happen or what might cause harm?)</i>	Action <i>How will we manage that hazard – remove, isolate, minimise?</i>

What ratio is needed for this excursion?

Over 2:

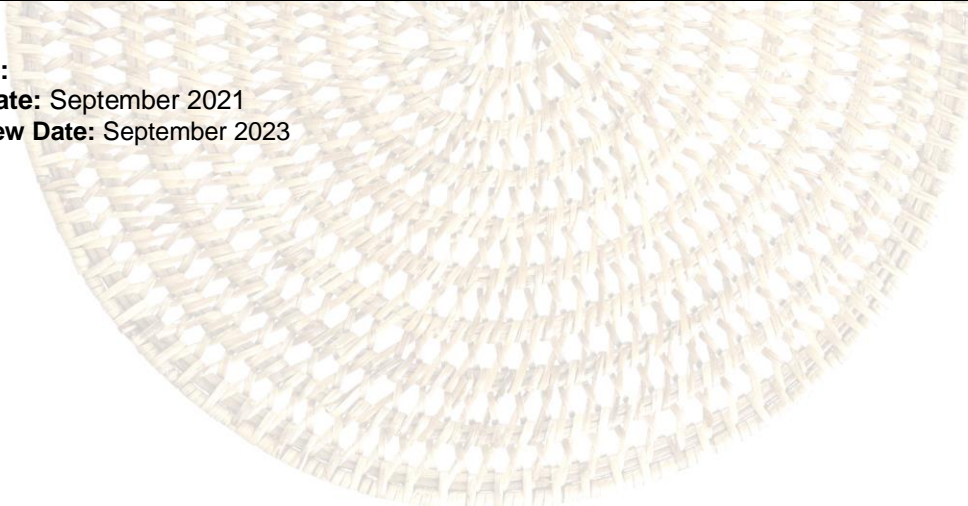
Under 2:

Are there any children with particular needs that will require assistance or additional supervision?	
Will there be any staff members who are not part of the ratio? ie do not have supervision responsibilities?	
What particular issues need to be covered in our briefing to supervising parents/whanau?	
Any other hazard management or risk management issues to be considered?	
Approved by Person Responsible	Name: _____ Signature: _____ Date: _____

Approved:

Review Date: September 2021

Next Review Date: September 2023





PARENT COMMUNICATION & INVOLVEMENT

Background Information

Licensing Criteria 2008, Governance, Management and Administration GMA1 – Parents are advised how to access

- Information concerning their child
- Newsletters, enrolment information
- Education Review Office (ERO) Report
- Full Names and qualifications of staff
- Service current licence certificate
- Complaint and non-compliance procedures

GMA2 – Information is provided to parents about how they can be involved, fees charges, expenditures and funding received planned reviews.

GMA3 – Parents are provided with opportunities to contribute to the development and review of operational documents (philosophy, policies and procedures).

Purpose

At Mana Tama Aoga Niue Preschool we respect and acknowledge parents/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.

Regular opportunities both formal and informal are provided for parents to:

- Communicate with adults providing education and care for their child, and share specific evidence of the child's learning; and
- Be involved in decision making concerning their child's learning.
- Information and guidance is sought when necessary from agencies/services to enable adults providing education and care to work effectively with children and their parents.

Documentation

Documentation may take a variety of forms to suit the service's operation (such as portfolios, wall displays, policies and procedures, Story Park) but must include:

- A process providing positive guidance to encourage social competence in children
- A process for providing formal and informal opportunities for parents to:
 - Communicate with adults providing education and care for their child, and share specific evidence of the child's learning; and
 - Be involved in decision making concerning their child's learning (C12); and

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

Procedures

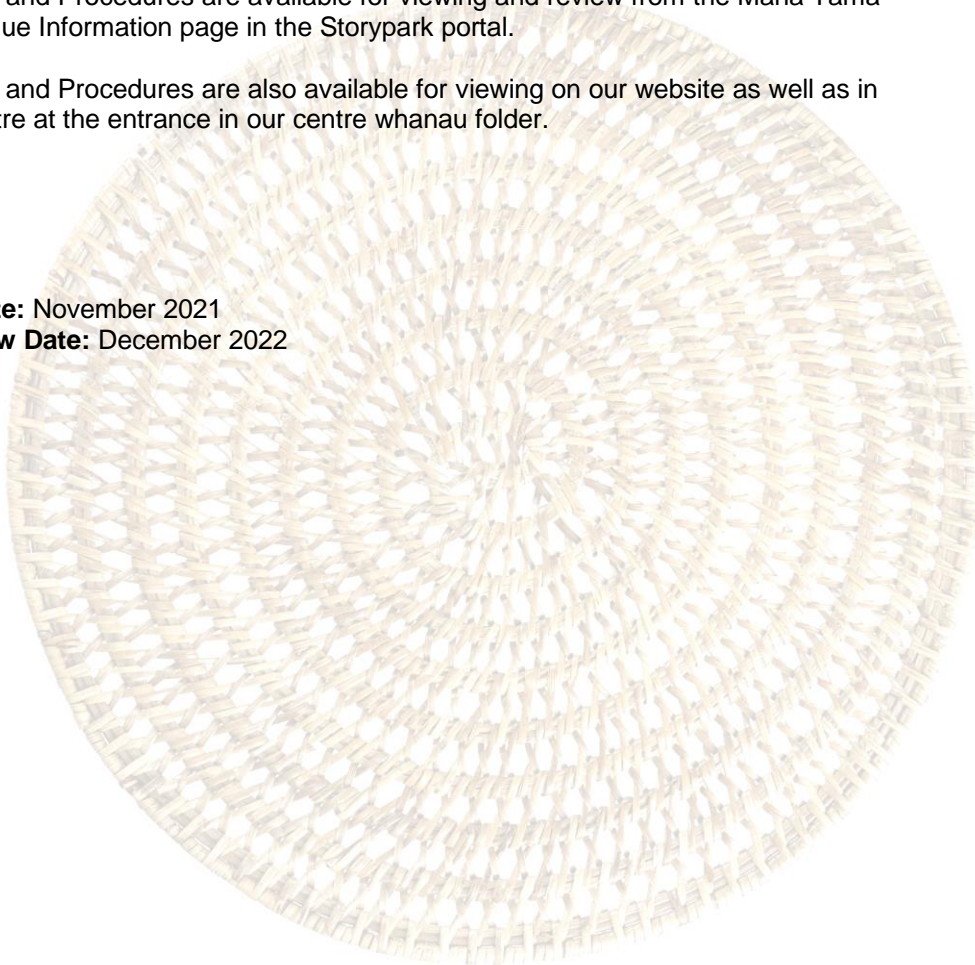
To gather relevant information on parent needs and aspirations:

- As part of the enrolment pack we include a document titled “All about me” where parents are asked to tell us about their child’s strengths, interests, special comforts, fears and preferences. Parents are also able to complete this form on their child’s storypark account.
- From time to time we do parent surveys
- Parent and teacher events allow for discussions to take place as well as on a daily basis of pick up and drop off time.
- Parents are also encouraged to create a Story Park account where an online portfolio of the child’s development can be blogged with learning stories and pictures that parents, and families are able to contribute toward.
- The centre manager and head teachers will continue and maintain the curriculum process and ensure the parents and whanau involvement are included. This information is read by the staff and helps them to plan accordingly, support and make decisions about the child’s care and education. Seeking support will always involve the parent/caregiver in the process.
- ERO report is available to view at www.ero.govt.nz
- Policies and Procedures are available for viewing and review from the Mana Tama Aoga Niue Information page in the Storypark portal.
- Policies and Procedures are also available for viewing on our website as well as in the centre at the entrance in our centre whanau folder.

Approved:

Review Date: November 2021

Next Review Date: December 2022



PARENT FEES POLICY



Background Information

Licensing Criteria 2008, Governance, Management and Administration

GMA2 – Information is provided to parents about how they can be involved, fees charges, expenditures and funding received planned reviews

Purpose

Written information letting parents know any fees charged by the service. We are a private, fee-charging education service. Parents are paying for a place for their child not when their child attends.

Procedures

Our fees are calculated over 52 weeks of the year for ease of direct debit payments and administration.

Fees are to be paid for the enrolled hours each week that we are open each year regardless of 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 manatamapreschool@gmail.com or in hardcopy written format. This notice period allows us to plan for filling vacancies and staffing requirements.

There are no charges for statutory holidays unless there is a need for care during these periods.

One week's fees are payable prior to your child's first day at Mana Tama Aoga Niue Preschool;

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 \$50.00 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;

Parents are charged to the nearest hour at the same standard rate when they are late to pick up a child.

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

To run a quality service, it is essential that we keep ahead of costs. Our fees are reviewed on the 1st of 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; Parents are responsible for notifying Mana Tama Aoga Niue about changes to their WINZ subsidy.

If you are planning to withdraw your child from Mana Tama Aoga Niue, you must give two week's written notification. This notification can be emailed to manatamapreschool@gmail.com 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 Mana Tama discovers a payment is missed;

Parents will have ten 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 service 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 service between 5 and 6 years of age the over 3 fees will apply ie. the 20 hours initiative.

20 Hours ECE

Mana Tama Aoga Niue 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 services to provide this initiative and Mana Tama reserves the right to revoke this initiative if it becomes unsustainable.

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

- Extra resources and equipment available to children;
- The maintenance and costs of running services in more costly areas;
- Administration costs to implement this policy.

Our service is open to operate within the hours of 7.30am -5.30pm 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 service 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 service, parents must attest the number of hours they are using at each service;

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**

MON	TUE	WED	THU	FRI
	6	6	6	

Child enrolling full time

MON	TUE	WED	THU	FRI
	6	6	6	2

Approved:

Review Date: October 2021

Next Review Date: May 2022



PERSONNEL POLICY

Background Information

Licensing Criteria 2008, Governance, Management and Administration

GMA6 – Suitable human resource management practices are implemented for educators and staff 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

GMA6A- All children's workers who have access to children are safety checked in accordance with the Vulnerable Children act 2014 and checked every 3 years.

Purpose

To promote good relationships between management and staff (educators/coordinators) of Mana Tama Aoga Niue and ensure clear policy and procedures will be in place.

1. To ensure that the Mana Tama service provider operates as a good employer.
2. To implement the staffing policy and procedures.

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.

Procedures

All staff employed by us is 17yrs or older.

In accordance with government regulations, Police vets are performed on all prospective, non-registered employees;

While employed at our service, staff 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 staff at our service 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 staff. This manual covers professional conduct, induction, philosophy, and policies applicable to staff;

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 Managing Director. 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 service and in appropriate newspapers/institutions etc.

All 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 training will be given once they are appointed and gone through their induction.

Staff Appointments Procedure

The Manager

1. Will receive written notification of staff resignation.
2. Will compile the qualities and attributes required of the successful applicant.
3. Will advertise the position inviting prospective employees to complete an application form and forward their C.V. Positions will be firstly advertised internally and existing staff invited to apply.
4. Forward copies of job descriptions and information regarding the position.
5. Receive applications and short list applicants according to the qualities and attributes required for this position.
6. Prepare interview format, including recording information and questions.
7. Interview applicants.
8. Select the most suitable person for the position, after phoning the person's referees.
9. Person will be invited to work at Mana Tama for a short time, and existing staff will be invited to give feedback.
10. Offer the position to successful person in writing forwarding to them the Mana Tama procedures and policies and a contract for negotiation.
11. Position accepted; contract signed.
12. Ensure induction procedure is followed.

Induction Procedure

1. Staff is Police Vetted.
2. Provide the staff member with folder that contains Mana Tama parent information booklet.
3. Complete necessary employment documentation.
4. Manager to spend time in the first week with the new educator to discuss policies and procedures and familiarize educator with the routines of Mana Tama Aoga Niue and go through the induction plan.

5. Familiarize the staff member with each child who they are responsible for, to ensure they are aware of the child's individual needs.
6. Licensee or Supervisor to arrange time for discussion with the staff member over the next month to go through the induction checklist.

Performance Appraisal Procedures:

1. Complete performance appraisal with staff annually and reviewed regularly.
2. Staff will work together to develop an appraisal system, which is developmental in nature and based on the premise that the staff member's performance will be enhanced.
3. Feedback from Peers and Parents is part of the performance appraisal procedure.
4. The performance appraisal will be linked to the setting of professional development plans.

Professional Development Procedure

1. Professional development will be linked with the individual performance appraisal and the needs of the service.
2. Management will ensure that funds are made available in the annual budget for professional development of staff. Management will pay for First Aid courses within this budget.
3. Staff attending courses and conferences are expected to share information gained and will be supported by other staff to implement changes into the centre if these changes are agreed to by centre management.
4. A record of all professional development undertaken by staff will be recorded.
5. Professional development will not be limited to any training Provider.
6. Professional development will be undertaken by all staff and management at Mana Tama Aoga Niue.
7. Staff training will be given to staff continuously.

Discipline and Dismissal Procedures:

1. Receive the complaint as per complaints procedure.
2. Discuss the issue with the staff member concerned to ensure they receive a fair hearing and have a right of reply.
3. If considered necessary a formal warning is to be given verbally or for a more serious matter, in writing.
4. In the case of a second offence, discuss the issue with the staff member (refer No. 2) and follow up by a written warning, which clearly states the issue and any actions required to be undertaken.
5. In the case of a third offence, discuss the issue with the staff member (refer No. 2) and issue the person with a notice of dismissal.

This procedure applies to separate offences of a dissimilar nature.

Serious misconduct:

- If a staff member arrives for work under the influence of drugs or alcohol.
- Mistreating children, including corporal punishment, isolation, deprivation of food etc.
- Using any form of physical violence or verbal abuse.
- Intentionally damaging centre property.
- Not ensuring that the children's safety is protected.

PROCEDURE

1. Speak to person and advise them of the allegation. Ask for an explanation.
2. Employer to carry out an investigation. Where a staff member is involved, the service will discontinue until the investigation is completed.
3. A meeting is arranged to discuss the allegation. Staff member may have a support person with him/her.
4. Employer to consider explanation.
5. Employer may then give a final written warning or dismiss the staff member instantly. Wages due will be paid to an employee.

Approved:

Review Date: October 2021

Next Review Date: October 2022



PETS ON THE PREMISES POLICY



Background Information

Licensing Criteria 2008, Health and Safety

HS13 – Safe and hygienic handling practices are implemented with regard to any animals.

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 service is of paramount importance in their inclusion in our programme

Procedure

It is important that children are able to experience some pets within the learning 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;

Staff 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 educator to ensure the animals are kept clean and healthy;

Approved:

Review Date: November 2021

Next Review Date: November 2022

PHILOSOPHY STATEMENT & SELF-REVIEW POLICY



Background Information

Licensing Criteria 2008, Governance, Management and Administration

GMA4 – A philosophy statement guides the service's operation expressing the service's fundamental beliefs, values and attitudes which guides the service's operations

GMA5 – An ongoing process of self-review helps the service maintain and improve the quality of its education and care.

Purpose

The Mana Tama philosophy guides our operation and is central to all other policies and practice statements therefore, a statement, which expresses our services fundamental beliefs, values and attitudes, needs to be up-to-date and appropriate.

Procedures

Each month a policy is included with the service newsletter. Parents are asked to review and comment by email or on our storypark portal;

Our service philosophy is a live document where staff and families have the opportunity to be involved in reviewing these documents annually;

Staff and Management 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 Service's Statement of Philosophy need not be submitted to the Ministry of Education.

Procedures for self review

Preparing for self review: Being clear about what we are looking at and why. Preparing for review involves:

- Identifying the trigger for review
- Developing a focus
- Establishing indicators to guide us
- Identifying sources of information
- Preparing a plan

Information Gathering: When gathering information, we draw on a range of information sources to ensure that we have a sound evidence base on which to make judgements about our practice. In information gathering we want to consider issues such as:

- Are we sure that this information will give a fair representation of this aspect of practice?
- Do we have the confidence that this information will provide evidence to inform our judgements?

Making Sense: Involves us in a process of analysis. We scrutinize each aspect of the information we have gathered in order to create meaning. We look for:

- Issues that come up again and again
- Emerging trends or patterns
- Anything seemingly significant that we need to be careful not to overlook
- One off or unexpected pieces of information

Deciding: Requires us to consider what we should do as a result of what we have learned about our practice and to act accordingly. It involves:

- Deciding what needs to happen based on our judgements
- Planning to implement or monitor any changes that arise
- Sharing the outcomes of the review

Approved:

Review Date: November 2021

Next Review Date: June 2022

POSITIVE GUIDANCE POLICY

DEVELOPING SOCIAL COMPETENCE



Background Information

Licensing Criteria 2008, Curriculum

C1-C13 – Professional practice, culture and identity, children as learners and working with others

Purpose

- Children are capable human beings who need the opportunity to solve conflicts and problems for themselves.
- Children feel more secure if they have consistency in routines and expectations.
- Guidelines for positive guidance are in children's best interests for development and learning.

Objectives

- Positive guidance is provided for children to support their developing social competence and knowledge of acceptable behaviour.
- To encourage staff to allow children time and space to learn problem solving skills.
- Mana Tama provide support to parents and staff in the area of positive guidance.

Procedures

1. On induction, the Centre Manager will discuss the positive guidance policy with the staff member, and with families.
2. Where required, the Centre Manager will provide the staff with reading materials, for example sections of Providing Positive Guidance (Ministry of Education) and spend time going through this with the staff before they begin working with children.
3. Parents will be encouraged to frequently discuss with staff, any strategies they are using at home to ensure consistency for the child.
4. The Centre Manager will provide ongoing support for the staff and family around positive guidance strategies. Any challenges will be discussed at monthly visits, or as required, and the staff will be provided with support. This support could include ideas of strategies to use, reading material, or professional development.
5. When a challenging behaviour is continuing despite various strategies being used, the local Special Education office will be contacted for support by the Centre Manager in consultation with parents and Staff.
6. Mana Tama will ensure that staff and the Centre Manager receive regular professional development in the area of positive guidance.
7. Mana Tama will provide workshops for parents in the area of positive guidance.
8. In all interactions with children, they will be shown respect and their dignity will be protected. Their emotions will be acknowledged.
9. Staff practices will demonstrate an understanding that children learn best:

- In a secure and consistent environment, this reinforces positive behaviours and acknowledges children's individual differences;
- When they are aware that they are making choices and are responsible for those choices; and
- When they are provided with frequent positive feedback.

10. Children will be encouraged to resolve conflict peaceably and to learn the processes for doing this. Children will be given time and space to solve their own problems and conflicts, with educators ensuring children do not hurt each other. Guidance can be given, situations talked through and children encouraged to suggest appropriate solutions.

11. Staff will role model to the children positive ways of interacting, which encourage them to value people and the environment.

12. Safety limits shall be established and consistently maintained, so children know what is or isn't allowed.

13. Mana Tama will ensure that staff have knowledge of infant and toddler development, and realistic and fair expectations of behaviour. Some examples of appropriate behaviour practices with infants include:

- Responding promptly to needs, encouraging a sense of security.
- Setting an individual pace and timing for each infant.
- Providing support by being there, watching carefully before deciding whether to intervene when the baby is absorbed in an activity.
- Provide clear and consistent routines, ensure these are congruent with home.
- Accept the 'messiness' of learning self-help skills.
- Be responsive to the infant's initiatives and use these to develop an appropriate curriculum.
- Set a few, but not too many limits.
- Apply these consistently. The environment should be set up so infants and toddlers can safely explore without too many limits being put upon them. (Providing Positive Guidance, www.lead.ece.govt.nz)

14. The service provider excludes any person employed or engaged in the service from coming into contact with children if they have reasonable grounds to believe that the person:

- has physically ill-treated or abused a child or committed a crime against children; or
- when guiding or controlling a child, has subjected the child to solitary confinement, immobilisation, or deprivation of food, drink, warmth, shelter, or protection.
- And if necessary to ensure there is no ill-treatment of children, excludes that person from the service and home while the educator is providing education and care (Reg. 56, Education (Early Childhood Services) Regulations 2008).

Strategies for challenging behaviour: From Strategies for Positive Guidance, www.lead.ece.govt.nz

Where a child is in danger of harming him or herself, the environment or other people, it may be necessary to take control of the situation initially. This may be verbal control or, for younger children and where a child is experiencing a strong emotion such as anger or frustration, involve physically holding or removing the child. Firm calm action should be combined with clear, concise directions which indicate what the preferred behaviour is. This positive focus is important. The use of the word 'no' should be kept to a minimum. A tone of voice that conveys a sense of urgency provides a more effective focus and avoids setting up a negative cycle. When children are developing language, actions and words are closely linked. They will understand and react most strongly to those words that give a clear sense of action and which provide direction as to what should be done.

For infants:

- Always include the infant's name - this is most likely to attract attention;

- Make sure that your tone of voice and words are consistent in conveying the meaning. It is not helpful to respond to behaviour such as grabbing at hair by saying “Hey, stop that now!” in a laughing tone;
- Reinforce your words promptly with action, by redirecting the child or changing the activity;
- State and demonstrate a preferred behaviour;
- Describe the preferred behaviour in simple words, which convey encouragement and approval.

For young children:

Where the staff member is requiring a young child not to do something in a crisis situation, the child's impulse is for action.

Intervening by physically stopping the child frustrates but does not negate this impulse. Offering a positive action to follow is more likely to de-escalate the situation than insisting on no action.

- Intervene quickly.
- State a preferred action clearly, avoiding a focus on the undesirable behaviour.
 - Provide praise and encouragement to the child for not carrying out the action (even if this is because the adult has taken control).
- When the child is calm, briefly say why you took control.
- Look for solutions together.

Where rules for children are stated in positive terms the emphasis on undesirable behaviour is reduced. Children are encouraged to see themselves as learners, rather than as uncooperative or disobedient.

Strategies which set the child apart from other children are not intended and should never be used as a threat or as a punishment.

Guiding and redirecting Guiding or directing a child to an alternative activity respects the feelings of the child and their right to express their impulse or need but offers a more acceptable way of doing this. Examples of this are:

- Offering a child who is throwing equipment a game of catch with a soft ball, or newspaper to tear and throw;
- Redirecting a child who is over-boisterous or play fighting with other children to a jumping game or an energetic outside activity;
- Saying firmly to a toddler who is leaning forward to bite another child, ‘bite the shape’ as you substitute a wooden shape or teething ring;
- Asking a child who is trying to ‘push in’ to be first at an activity to carry out a well-liked responsible task. This might be: setting the morning tea table; pouring drinks for other children; caring for a smaller child;
- Where a child is agitated or hyperactive firmly redirecting or removing the child to an alternate, less stimulating activity such as helping, or being with, a supportive adult, on a one-to-one basis.

Approved:

Review Date: October 2021

Next Review Date: June 2023

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 service, 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. Services cameras are only to be used to take photos of the children enrolled at the service and these photos must not leave the services via email or any mobile device;

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

All information regarding staff is confidential and is stored securely at all times; The Service Director will carry out the duties of the Privacy Officer.

Approved:

Review Date: November 2021

Next Review Date: April 2022

SLEEP MONITORING POLICY



Background Information

Licensing Criteria 2008, Health and Safety

HS8 (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 service sleeps and checks made by adults during that time.*

Purpose

The Sleep Monitoring Policy is designed to take reasonable steps to ensure the safety and well-being of children when sleeping at the service 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 be communicated with the child's parents who may ask.

Procedures

- 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;
- The sleep chart will be initialled and updated as monitoring occurs. Sleep times will be recorded on the sleep chart every 5-10minutes.
- 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 5 to 10 minutes or as required.
- Allow adequate supervision.

Approved:

Review Date: November 2021

Next Review Date: February 2022

SLEEP SPACE & FACILITIES POLICY



Background Information

Licensing Criteria 2008, Health and Safety

HS9 - 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.

Purpose

To ensure the health and well-being of children who sleep and/or rest while at Mana Tama Aoga Niue.

Procedures

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.

Space is available for children 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

Children are assigned their own cot or bed. 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;

Minimise fluctuations in temperature, noise and lighting levels;

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

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. If not set up permanently, beds and bedding is hygienically stored when not in use.

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
- Clean individual bedding such as blankets, sheets, sleeping bags are provided for sleeping or resting children that is sufficient to keep warm

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 repaired.

Approved:

Review Date: October 2021

Next Review Date: February 2022



SUN SAFETY POLICY

Background Information

Licensing Criteria 2008, Health and Safety

HS2 A procedure for the safety of children when outdoors.

Purpose

To ensure all children are kept safe from the harmful effects of the sun.

Procedures

Staff at Mana Tama will provide an environment where there is adequate sunshade over the fixed play areas outside i.e. the sandpit, water play. (If applicable)

Children will be required to wear sun hats in non-shaded areas outside.

Staff will apply sun screen on children before they go outdoors.

Parents are also required to provide their child/ren with a sun hat that covers the child well. These hats may be kept at the service and will be laundered weekly (See laundry policy)

Staff are expected to model the habit of wearing sun hats when outdoors.

At any time if an educator member feels that a child is being exposed to the damaging effects of the sun, she has the right to direct the child to an area of shade or to an activity indoors, if the child is not willing to wear a sun hat.

Authorised:

Review Date: October 2021

Next Review Date: May 2022

SUPERVISION PLAN



Background Information

Licensing Criteria 2008, Health and Safety

HS34 – Every staff must ensure that they actively supervise children at all times, while they attend the service.

Purpose

In Mana Tama service, we want to ensure that children are supervised at all times to ensure the good health and safety of children enrolled in the service is maintained at all times.

A written supervision plan that ensures the good health and safety of children enrolled in the service is maintained at all times.

Procedures

The environment both indoors and outdoors should be set up in a way that allows clear supervision from one stand point where the staff is in a position they can access all areas easily.

Indoor areas must be sectioned off to be more manageable for the educator to supervise all children. Kitchens are to be closed off if need be or doors to hallways and other rooms are to be closed to ensure safe supervision of young children.

Outdoor areas should be arranged in a way that allows the staff a clear view of all children.

When children are asleep during times where other children are engaged in activity in other areas of the home the educator must check on them every five minutes and ensure that children engaged in activity are behind the enclosed gated area outdoors or indoors in a main room.

When visitors are present in the service, children will be in view of the staff and children are to be supervised at all times whilst engagement with visitors are taking place. Young children will be in an area engaged in an activity when visitors arrive. This keep them safe and under the supervision of the staff member assigned to that area..

Television is not to be used in the Mana Tama centre unless it is used for educational purposes only. When this happens, there needs to be a programme that supports the use of this in routine or programme planning.

No devices with internet must be accessible to children at all times, unless they are specifically engaging in an activity that requires research, an internet safety tool must be used such as youtube kids, kidtopia and kiddle...

Authorised:

Review Date: November 2021

Next Review Date: November 2022

TOILETING POLICY



Background Information

Licensing Criteria 2008, Premises and Facilities

PF16 – There is a toilet and hygienic handwashing and drying facilities suitable for the use of the children attending.

PF18 There is a plumbing fixture (such as a shower, shub or bath) for washing sick or soiled children.

Purpose

To ensure children who are toilet training have the support needed.

To ensure children are given a safe opportunity and environment when toileting.

Procedures

We are of the understanding that some of the children in our service (over twos area) will not be fully toilet trained but will be asked to come to the service in underwear. Staff will encourage them to use the toilet. These children will be reminded to go to the toilet at regular intervals and will be changed when necessary.

All children are encouraged to use the toilet tissue to clean themselves after they have been to the toilet and flush the toilet after use.

The process of washing and drying of hands is shown to each individual child and help is given if needed.

Parents are asked to bring at least one change of clothes for their child.

The bathroom is checked by staff at regular intervals to ensure that it is kept clean and tidy.

If a child is soiled a child needs to be cleaned in a tub or shower.

Authorised:

Review Date: October 2021

Next Review Date: Feb 2023

VISITORS POLICY



Background Information

Licensing Criteria 2008, Health and Safety

Mana Tama welcomes all families/whanau and visitors to the service.

Purpose

To ensure all visitors are introduced and welcomed properly.

Procedures

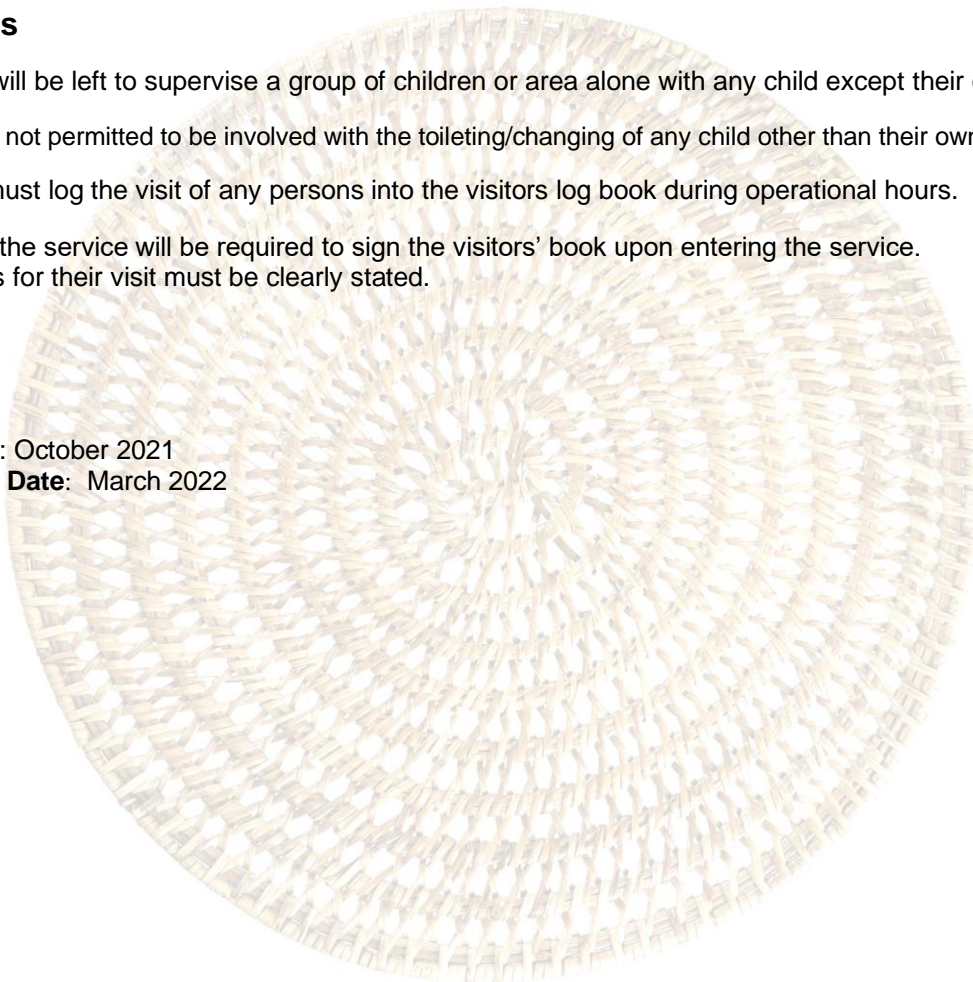
1. No visitor will be left to supervise a group of children or area alone with any child except their own.
2. Visitors are not permitted to be involved with the toileting/changing of any child other than their own.
3. The staff must log the visit of any persons into the visitors log book during operational hours.

All visitors to the service will be required to sign the visitors' book upon entering the service. Their reasons for their visit must be clearly stated.

Approved:

Review Date: October 2021

Next Review Date: March 2022



SAFETY CHECKING POLICY + PROCEDURE



Background Information

Licensing Criteria 2008, Health and Safety

Mana Tama Aoga Niue will safety check all persons who will be responsible for the education and care of young children in the centre service.

Purpose

All children's workers who have access to children are safety checked in accordance with the Children's Act 2014 for the Health and Safety of children and adults working within the homebased service.

As a childcare provider we will ensure all steps are taken to safety check all staff who are employed to work with young children in the Mana Tama centre.

Procedures

1. Confirm their identity: Use of an electronic identity credential (e.g., the RealMe identity verification service), and a search of personnel records to check that the identity has not been claimed by someone else
- 1a. Following the regulatory process to provide confidence that:
 - The identity exists (i.e. that it is not fictitious) by checking an original primary identity document.
 - The identity is a 'living' identity and the potential children's worker uses that identity in the community by checking an original secondary identity document.
 - The potential children's worker links to the identity either by checking an identity document that contains a photo, or by using an identity referee.
 - Searching personnel records to check that the identity has not been claimed by someone else.
2. An interview of the potential children's worker. The interview may be conducted via telephone or other communications technology.
3. Obtaining and considering a work history, covering the preceding five years, provided by the potential children's worker.
4. Obtaining and considering information from at least one referee, not related to the potential children's worker or part of their extended family.

Seeking information from any relevant professional organisation, licensing authority, or registration authority, including (but not limited to) confirmation that the potential children's worker is currently a member of the organisation, or currently licensed or registered by the authority.

5. Obtaining and considering information from a New Zealand Police vet, unless at least three-yearly New Zealand Police vetting is already a condition of the potential children's worker holding professional registration or a practicing certificate (and the specified organisation has confirmed that that registration or certificate is current).
6. Evaluation of the above information to assess the risk the potential children's worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children's worker or non-core children's worker role.

Checks to be completed on an existing children's worker:

1. Confirm their identity: Use of an electronic identity credential (e.g., the RealMe identity verification service), and a search of personnel records to check that the identity has not been claimed by someone else
- 1a. Following the regulatory process to provide confidence that:
 - The identity exists (i.e. that it is not fictitious) by checking an original primary identity document.
 - The identity is a 'living' identity and the potential children's worker uses that identity in the community by checking an original secondary identity document.
 - The potential children's worker links to the identity either by checking an identity document that contains a photo, or by using an identity referee.
 - Searching personnel records to check that the identity has not been claimed by someone else.

2. Seeking information from any relevant professional organisation, licensing authority, or registration authority, including (but not limited to) confirmation that the person is currently a member of the organisation, or currently licensed or registered by the authority.
3. Obtaining and considering information from a New Zealand Police vet, unless at least three-yearly New Zealand Police vetting is already a condition of the children's worker holding professional registration or a practicing certificate (and the specified organisation has confirmed that that registration or certificate is current).
4. Evaluation of the above information to assess the risk the children's worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children's worker or non-core children's worker role.

Checks to be completed for periodic re-checking every three years:

1. Confirmation that the children's worker has not changed their name from the name on the documents produced during the initial identity confirmation (i.e., the presented primary or secondary document). If there has been a change to the person's name since he or she was last safety checked, the person must reconfirm his or her identity by producing a supporting name change document relating to his or her name change.
2. Seeking information from any relevant professional organisation, licensing authority, or registration authority, including (but not limited to) confirmation that the person is currently a member of the organisation, or currently licensed or registered by the authority.
3. Obtaining and considering information from a New Zealand Police vet, unless at least three-yearly New Zealand Police vetting is already a condition of the children's worker holding professional registration or a practicing certificate (and the specified organisation has confirmed that that registration or certificate is current).
4. Evaluation of the above information to assess the risk the children's worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children's workforce or non-core children's workforce role.

PLEASE SEE IMAGES BELOW FOR GUIDANCE



New and Existing Employees Safety Checking under the Vulnerable Children Act 2014 A Resource for Early Learning Services

What must be done	If you are employing a NEW employee	If you are safety checking an EXISTING employee	Your notes
Confirm their identity	The following will need to be checked as part of the candidate's application: <ul style="list-style-type: none"> • an original primary identity document (e.g. passport) and • a secondary identity document (e.g. driver's licence) If neither of these contain a photograph, use an identity referee. There is a requirement under the Act to check your early learning service's records to make sure the identity has not been claimed by anyone else.	Ask the employee to provide you with the following for checking: <ul style="list-style-type: none"> • an original primary identity document (e.g. passport) and • a secondary identity document (e.g. driver's licence) If neither of these contain a photograph, use an identity referee. There is a requirement under the Act to double check your early learning service's records to make sure the identity has not been claimed by anyone else.	
Do an interview	Interview the candidate and ask specific questions to allow them to talk about their own attitudes, beliefs and behaviours.	Not required	
Ask for a work history	Ensure the candidate provides you with their work history ideally for the last five years. This should be contained in the candidate's C.V. or on the candidate's employment application form.	Not required	
Check at least one referee	A referee cannot be related to the candidate or part of the candidate's extended family. Confirm with the referee that the information in the candidate's C.V. is correct. Ask the referee if they have any concerns regarding the candidate's suitability to work with children.	Not required	
Get more information	Seek information from any relevant professional organisation or registration authority to confirm if the candidate is a current member, registered or certificated by the authority. For teachers you must do this by confirming with the Education Council that they have a current practising certificate.		
Do a Police vet	You will need to Police vet all employees however if the candidate is a teacher who holds a current practising certificate their Police vet will already have been done. If required, allow up to 20 working days for a Police vet to be completed.	You will need to Police vet all employees you have not vetted within the last three years. If the employee is a teacher who holds a current practising certificate their Police vet will already have been done. If required, allow up to 20 working days for a Police vet to be completed.	
Assess the risk and make your decision	Evaluate all the information you have gathered to assess the risk the candidate would pose to the safety of children if employed or engaged. Is the person safe to work with children? Will they actively contribute to a culture of child protection, make the safety of children a priority, support your child protection policy etc? Make a decision based on your assessment.		
Keep a record	Keep a record of the information you gathered, when you gathered it and the date when safety checks need to be carried out again (in 3 years time). Attach this to the employee's personnel file and ensure it is securely stored. Ensure you meet your obligations under the Privacy Act (Principle 9) when retaining and disposing of employment records.		



Relieving Teachers

Safety Checking under the Vulnerable Children Act 2014 A Resource for Early Learning Services

A relieving teacher (reliever) is considered to be a new core worker each time they begin a new assignment, even if they have worked in your early learning service before.

However, once a reliever has been safety checked and is on your list, you can rely on a previous safety check you have undertaken provided it was carried out within the preceding three years.

What must be done	If you are adding a new reliever to your reliever list or safety checking relievers currently on your list (normal practice)	If you are using a reliever agency	If you are engaging a reliever at short notice who you have not previously safety checked ¹
Check practising certificate	Search the online Register of NZ Registered Teachers to confirm that the reliever's practising certificate and Police vet are current. ²	Agencies that provide relievers are likely to complete some components of a safety check. You can agree with the agency in writing that it will complete some or all of those components on your behalf though you should still do an identity check and a risk assessment.	Search the online Register of NZ Registered Teachers to confirm that the reliever's practising certificate and Police vet are current. ²
Check their availability	Call the prospective reliever to agree the details of the role, check their availability, and arrange a time for an interview.	Call the relieving agency to agree the details of the role and check relievers' availability.	Call the prospective reliever to agree the details of the role and check their availability.
Do an interview	At the interview ask the reliever some questions relating to their work history and child safety. Use questions that allow them to talk about their own behaviours, beliefs and attitudes.	If you have previously agreed with the relieving agency that they will do this part of the safety check on your behalf you do not have to do it, otherwise you will need to complete this part of the safety check yourself.	While checking their availability, ask the reliever some questions relating to their work history and child safety. Use questions that allow them to talk about their own behaviours, beliefs and attitudes.
Confirm their identity	Ask the reliever to bring with them (to the interview): <ul style="list-style-type: none"> Two forms of ID – one primary and one secondary form (one of which must have a photo) Contact details for two referees Information about their work history for at least the previous five years (such as their C.V.). 	Ask the reliever to bring with them (on their first day of work): <ul style="list-style-type: none"> Two forms of ID – one primary and one secondary form (one of which must have a photo). 	Ask the reliever to bring with them (to work that morning): <ul style="list-style-type: none"> Two forms of ID – one primary and one secondary form (one of which must have a photo) Contact details for two referees Information about their work history for at least the previous five years (such as their C.V.).
Check at least one referee	Contact and consider information about the reliever from at least one referee. A referee cannot be related to the candidate or part of the candidate's extended family. Confirm with the referee that the information in the candidate's C.V. is correct. Ask the referee if they have any concerns regarding the candidate's suitability to work with children.	If you have previously agreed with the relieving agency that they will do this part of the safety check on your behalf you do not have to do it, otherwise you will need to complete this part of the safety check yourself.	Contact and consider information about the reliever from at least one referee. A referee cannot be related to the candidate or part of the candidate's extended family. Confirm with the referee that the information in the candidate's C.V. is correct. Ask the referee if they have any concerns regarding the candidate's suitability to work with children.
Assess risk and make your decision	Evaluate the information you have gathered to assess the risk the candidate would pose to the safety of children if employed or engaged. Is the person safe to work with children? Will they actively contribute to a culture of child protection, make the safety of children a priority, support your child protection policy, etc? Make your decision based on your risk assessment.		
Keep a record	Keep a record of the information you gathered, when you gathered it and the date when safety checks need to be carried out again (in 3 years time). Attach this to the reliever's personnel file and ensure it is securely stored. Ensure you meet your obligations under the Privacy Act (Principle 9) when retaining and disposing of employment records.		

Notes:

1 - You may engage or employ a reliever in an emergency without completing all components of the safety check, for up to five consecutive working days.

2 - <http://www.educationcouncil.org.nz/search-the-register>

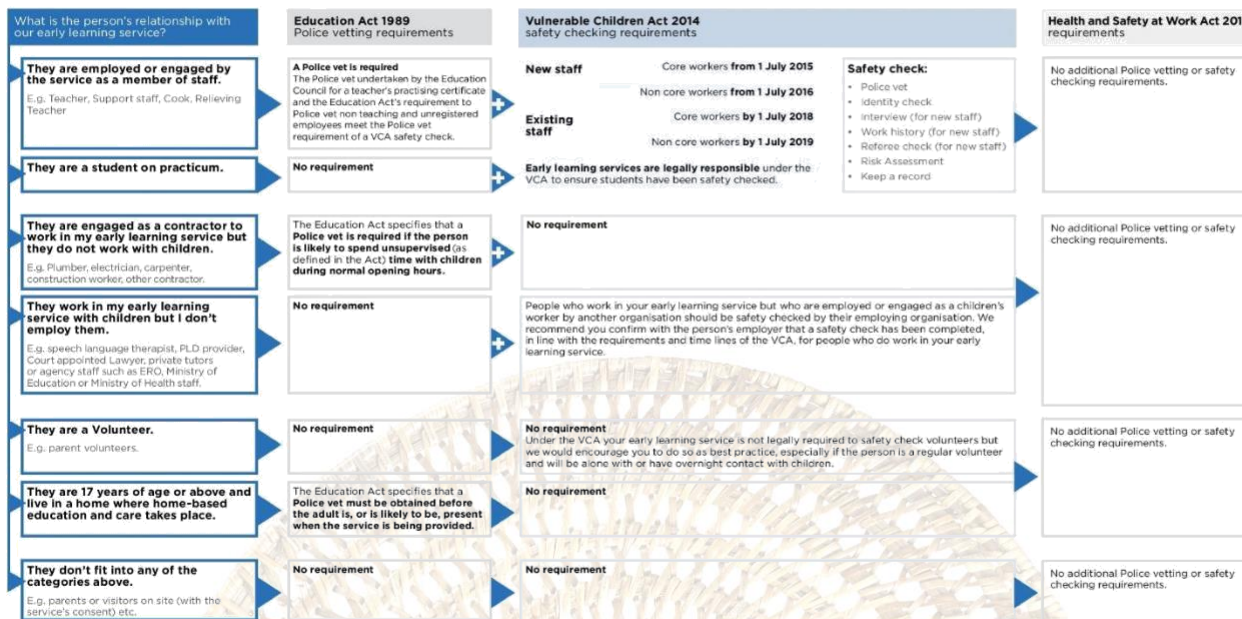
Licensing criteria and guidance can be found here: <http://www.education.govt.nz/early-childhood/running-an-ecce-service/the-regulatory-framework-for-ecce/>
Safety checking requirements can be found in Section II and III of the Vulnerable Children Act 2014. <http://www.legislation.govt.nz>

More information about safety checking can also be found on the Children's Action Plan website at <http://www.childrensactionplan.govt.nz>

This resource does not constitute legal advice and you should obtain your own legal advice on any matter relating to the Vulnerable Children Act 2014

What checks do I need to undertake for adults coming into my early learning service?

New Acts have come into force, which interact with existing legislation, that early learning services need to know about. This resource gives an overview of the safety checking and Police vetting requirements (if any) of the Education Act 1989, the Vulnerable Children Act 2014 (VCA) and the Health and Safety at Work Act 2015 in relation to the adults coming into your early learning service.



Licensing criteria and guidance can be found here: <http://www.education.govt.nz/early-childhood/running-an-ecce-service/the-regulatory-framework-for-ecce/>

Safety checking requirements can be found in Section II and III of the Vulnerable Children Act 2014. <http://www.legislation.govt.nz>
More information about safety checking can also be found on the Children's Action Plan website at <http://www.childrensactionplan.govt.nz>

This resource does not constitute legal advice and you should obtain your own legal advice on any matter relating to the Vulnerable Children Act 2014.

New Zealand Government

For the role of a Centre Manager who is the Director, a third party must complete the safety check for that person. A third party could be a Centre Manager of another ECE Provider.

The role of the Service Provider is to maintain the results of the safety checks which is recorded, and records are kept for the time the person is employed by the service.

All results for safety checking are kept confidential by the service provider and only the staff who are delegated with responsibilities that would require them to access this information should be able to do so.

With reference to the Police Vetting Education and Training Act 2020 the following steps will be taken:

1. Police vetting of non-teaching and unregistered employees at licensed early childhood services

The service provider of a licensed early childhood service must obtain a Police vet of every person—

- (a) **whom the service provider appoints, or intends to appoint, to a position at the early childhood service; and**
- (b) **who is to work at the service during normal opening hours; and**
- (c) **who is not a registered teacher or holder of a limited authority to teach.**

2. Police vetting of contractors and their employees who work at licensed early childhood services

(1) The service provider of a licensed early childhood service must obtain a Police vet of every contractor, or employee of a contractor, who has, or is likely to have, unsupervised access to children at the service during normal opening hours.

(2) In this clause, contractor means a person who works at a licensed early childhood service under a contract for services. 3. Police vet must be obtained before person has unsupervised access to children

(1) A Police vet required under [clause 1](#) or [2](#) must be obtained before the person has, or is likely to have, unsupervised access to children at the service during normal opening hours.

(2) The service provider of a licensed early childhood service that is required under [clause 1](#) to obtain a Police vet of a person must apply for the vet no later than 2 weeks after the person begins work at the service.

4. Procedures relating to Police vets under clause 1 or 2

The service provider of a licensed early childhood service that applies for a Police vet of a person under [clause 1](#) or [2](#)—

- (a) **must ensure that strict confidentiality is observed for Police vets; and**

- (b) **may not take adverse action in relation to the person who is the subject of a Police vet until—**
- (i) **the person has validated the information contained in the vet; or**
 - (ii) **the person has been given a reasonable opportunity to validate the information, but has failed to do so within a reasonable period.**

5. Police vetting of adult members of household where licensed home-based education and care service provided

- (1) The service provider of a licensed home-based education and care service must obtain a Police vet of every adult who lives in a home—
- (a) **where the service is being provided; and**
 - (b) **where at least 1 child to whom the service is being provided does not live in the home.**
- (2) In this clause, **adult** means a person who is aged 17 years or over.

6. When Police vet under clause 5 must be obtained

- (1) A Police vet required under [clause 5](#) must be obtained,—
- (a) **in the case of a home that is to be used as a licensed home-based education and care service, before the home is used as a licensed home-based education and care service; and**
 - (b) **in the case of a home that is being used as a licensed home-based education and care service, before the adult begins to live in the home.**
- (2) The Police vet must be obtained even if the person is unlikely to be present when the licensed home-based education and care service is provided.

7. Procedures relating to Police vets under clause 5

The service provider of a licensed home-based education and care service that applies for a Police vet of a person under [clause 5](#)—

- (a) **must ensure that strict confidentiality is observed for Police vets; and**
- (b) **may not take adverse action in relation to the person who is the subject of a Police vet until—**
 - (i) **the person has validated the information contained in the vet; or**
 - (ii) **the person has been given a reasonable opportunity to validate the information, but has failed to do so within a reasonable period.**

8. Further Police vets to be obtained every 3 years

- (1) The service provider of a licensed early childhood service must obtain a further Police vet of every person—
- (a) **on whom a Police vet has already been obtained under this schedule by that service provider; and**
 - (b) **who still works at the service or lives in the home.**
- (2) A further Police vet required under subclause (1) must be obtained on or about every third anniversary of any Police vet that has been previously conducted on the person.
- (3) The requirement for a further Police vet under this clause does not apply to a person on whom a Police vet under [clause 1](#) or [2](#) would not be required if the person were about to be appointed to a position at the licensed early childhood service or to work at the service at the time that the further Police vet would otherwise be required.

For more details refer to section 23 of the Children's Act 2014 as well as the Education and Training Act 2020

Approved:

Review Date: October 2021

Next Review Date: August 2022

