



Centre Policies

Collated Version  
2025



## Appraisals and Professional Growth Cycles

### References:

Education (Early Childhood Services) Regulations 2008, Regulation 47;  
Licensing Criteria for Early Childhood Education & Care Services 2008, GMA7  
Teaching Council: Our Code Our Standards

### PRINCIPLES

The objective of a performance appraisal system is about Teachers reflecting on their practice to enhance and challenge their teaching through continued learning and development.

### Policy Details

Kaiako will each receive their guided Professional Growth Cycle workbook. The PGC workbook is designed to support kaiako to be guided through their own independent PGC across the year.

The suggested timeline of mahi is:

- **February:** Kaiako-Mentor Hui
- **March:** Goal setting (connect to Our Standards, connect to learning outcomes, connect to Strategic Plan)
- **April:** Notice (what is happening for me and my ākonga, how do I know this? Where is my evidence? How does this link to the centre's philosophy? Mentor feedback).
- **May:** Recognise (who are my focus ākonga? What are my intentions and indicators of quality practice? What are the learning outcomes for ākonga that I will be promoting? Using our teaching standards, what is important for me to think about in relationship to improving my teaching during this PGC? What do I need to learn more about? What is my PGC focus question? What are my action steps? Mentor feedback)
- **June:** Kaiako-Kaiako hui
- **July:** Reflection
- **August:** Kaiako-Mentor Hui
- **September:** Formal Observation
- **October:** Log of mahi across the year
- **October:** Respond (act and document – my description of what happened and why, evaluate – using the teaching standards for reflection, what have been significant

shifts or improvements in my teaching practice? How has this made an impact on ākonga and their learning? What is my next step? Mentor feedback).

- **November:** revisit (having completed my PGC, what are my big learnings? In what ways did my teaching change? Looking back at my intentions and indicators of quality, did I achieve what I set out? Looking back at the intended learning outcomes for ākonga, have ākonga achieved the learning outcomes I was promoting? Mentor feedback.)
- **November:** Annual Summary

Appraisal document to be signed off by the Management team and teacher. This will also include a decision on endorsing whether the teacher has met the standards, and this will be recorded in appraisal document. *Where the teacher is certified, the endorsement must be made by a certified staff member.*

## GOAL/INQUIRY SETTING

Teachers performance will be measured by goals/inquiry set at the beginning of the cycle alongside teaching practice and **'Our code our standards'**. The Management team are responsible for creating goals/inquiry in discussions with the Teacher to ensure that performance expectations are established, and that individual goals/inquiry are measurable.

Sometimes a status check on assigned tasks/projects or a problem must be discussed. In these settings, it may be necessary to revisit teachers goals/inquiry and **'Our code our standards'** identified to develop and make adjustments. For routine meetings like this, consider these best practices:

- Areas of strength and concern should be discussed and both parties identify how performance may be improved.
- Any misunderstandings or ambiguities around the **'Our code our standards'** goals should be identified and clarified.
- Management team and Teachers discuss status of original goals/inquiry. Does the list need to be revised or re-prioritized? If so, are the reasons for the changes clearly communicated?
- If objects are to be deleted, has the effort of the employee to date been acknowledged and will this work be taken into consideration at the time of the review?
- Are there any obstacles identified by the Teacher or Management team that could impact performance? What solutions were discussed?

## OUR CODE OUR STANDARDS:

Code of professional responsibility and standards for the teaching profession. Every Teacher receives a copy of this or it can be accessed on line.

The Code sets out the high standards for ethical behaviour that are expected of every Teacher. The Standards describe the expectations of effective teaching practice. Together they set out what it is and what it means, to be a teacher in Aotearoa New Zealand.

The Standards are applicable for every Teacher who holds a Practising Certificate, regardless of role or teaching context. These standards are also part of the Job Description for all Teachers.

**Refer:** <https://teachingcouncil.nz/assets/Files/Code-and-Standards/Our-Code-Our-Standards-Nga-Tikanga-Matatika-Nga-Paerewa.pdf>

## FEEDBACK

Coaching and development should be a continuous, ongoing activity where the Management team provides Teachers with frequent constructive feedback. Feedback between Teachers and the Management team will occur continuously throughout the year and formal appraisal meetings will consolidate this continuous dialogue and provide opportunities for self reflection and review. All feedback will be held in confidence between the third party (Colleagues/Families) and the Management team. Third party names will not be released, but comments may be passed back regarding behaviours and performance.

## RESPONSIBILITIES

### Management team Responsibilities

- Communicate appraisal process and timeline to all Teachers.
- Provide constructive and specific feedback to employees in an appropriate timeframe (balancing positive and negative messages).
- Invite feedback from others so that Teachers receive comprehensive feedback
- Ensure a goal/inquiry template plan is in place for every employee

### Teacher Responsibilities

- Understand and have realistic goals/inquiry set.
- Understand the appraisal process and timeline.
- Teachers are to complete teacher reflections at least 2 times per year linked to goal/inquiry or teaching practice in general.
- Provide ongoing status updates to the Management team on progress in meeting goal/inquiry.
- Revise/add goals throughout the Appraisal cycle as required.
- Seek and be open to feedback - listen and be constructive in your response.
- Complete an honest self-assessment using the appraisal document at the end of the review period.
- Prepare ahead of time for appraisal discussions with the Management team.
- Collate evidence linked to goal/inquiry and collate appraisal documentation.

## APRAISALS - other:

- 1) The **Centre Manager** will meet with the HR or Chair of the Management Committee to follow up on feedback from the Teachers and parents on the Management Committee. The Centre Manager's job is around maintaining the standards in all areas of the centre as well as following protocol in all aspects under the MOE regulations. The Centre Manager must work well with the Chair & Treasurer ensuring that the centre has a clear budgeting perspective to a high standard. Goals are set for the following year. A

*certified teacher must endorse whether the Centre Manager has met the standards for Teaching Council requirements. This should be done by someone external to the centre if the requirement cannot be met within the Management Committee. The centre manager is responsible for their professional growth cycle mentoring alongside other managers from the community.*

- 2) The Centre Manager will meet with the **Cook** during the year to follow up feedback received from the Teachers. Professional Development will be offered during year, and the Cook's menus will be based around the Healthy Heart Award and information received from the MOH around healthy eating. The Cook will also ensure that the kitchen is of a high standard of hygiene meeting the obligations under the Food Act 2014.
- 3) The Centre Manager will meet with the **Centre Administrator** during the year to review progress and provide feedback including any received from the Teachers and parents/whānau, as well as set professional development goals for the following year.

<b>Authorised:</b>	Sarah Knipping
<b>Date:</b>	7-6-2024
<b>Review Date:</b>	June 2025
<b>Consultation Undertaken:</b>	KR staff and kaiwhakahaere



## Centre exclusion & no smoking

Reference: Smoke-Free environments Act 1990 & **The Smokefree Environments and Regulated Products (Vaping) Amendment Act 2020 (the Amendment Act)**

### Aim & Rationale

The Management and staff ensure that Kids Reserve is always a safe environment for children. All kaiako working with tamariki will model and encourage good health habits.

### Responsibilities

To keep tamariki safe, healthy, and well. This policy protects children from adult behaviour that could put a child's health at risk. Kids' Reserves restricts the entry to all persons suspected of infection (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).

#### Policy Details

- Kids' Reserve is an '*alcohol, drug and smoke free*' centre and actively works to prevent the unlawful possession, use or distribution of illicit drugs and alcohol in the centre thus ensuring compliance with the health and wellbeing policy.
- Smoking and vaping are prohibited in and around the centre including the common areas and all areas both inside and outside of Kids Reserve.
- The use, sale, distribution, possession of alcohol, or any drug, including prescription medication without proper medical, and/or parental or caregiver authorisation, during working hours is strictly prohibited and may result in disciplinary action. Compliance with this policy is mandatory and is a condition of employment.
- Any visitors, parent/whānau, may be asked to leave the premises if there is any evidence of being under the influence of drugs and/ or alcohol. If centre staff consider that a parent/whānau or other person collecting a child is, or maybe under the influence of drugs or alcohol, staff will take all steps necessary to ensure the safety of the child, including refusing to release the child until they are sure that a sober caregiver is available.
- Alcohol will **only** be tolerated at social workshops or functions after the centre has closed for teaching for the day and with the permission of the Centre Manager/Tumuaki or or Centre Administator/Kaiwhakahaere.
- All kaiako and other staff members have a duty to report to the Centre Manager/Tumuaki or or Centre Administator/Kaiwhakahaere immediately if they have reason to suspect any adult,

staff member, visitor or child who has come into the premises during operating hours and are 'not in good health' or a may be an 'infectious person'.

- **Alignment with our philosophy and other policies**
- *This policy is aligned with our Centre philosophy and our other Centre policies including our Parental Involvement and Communication Policy and health and safety policies.*

- **Relevant Background (including Legislation/Regulation references)**

<https://smokefree.org.nz/>

- **Review**
- Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Tumuaki
<b>Date:</b>	27-4-24
<b>Review Date:</b>	April 2025
<b>Consultation Undertaken:</b>	KR Kaiako and MC



## Child Custody and day-to-day care

**References:** Education (Early Childhood Services) Regulations 2008, Regulation 58; Care of Children Act 2004, Privacy Act 2020; Human Rights Act 1993

### Principle

To give confidence to parents, whānau and caregivers that the centre has procedures in place to ensure that no child leaves the centre with any person, unless the person:

- Has the role of providing day-to-day care for the child; or
- Is authorised in writing to take the child by a person who has the role of providing day-to-day care for the child.

(Refer Regulation 58.)

### Responsibilities

- Parents/whānau/caregivers are to inform centre management of any custodial arrangements upon enrolment, or if custodial arrangements change while enrolled at Kids' Reserve. This will be documented in the child's private file and shared with staff who need to be aware of the arrangements.
- For any tamariki who are under the care of Oranga Tamariki, social worker to inform centre management of day-to-day care orders and any custodial arrangements as well as any persons who cannot have access to child.
- For children of parents who are separated, any dispute over the day-to-day care of a child and his/her right to early childhood education needs to be settled by the parents.
- Teachers are bound by confidentiality of the Privacy Act 2020 and are not permitted to release any information concerning the health or behaviour of any child, contact details, and the personal circumstances of the parents or whānau without consent gained from parents. Exception is made when there is concern for a child's safety. See Child Protection Policy.
- Adults providing day-to-day care must give written authorisation where another adult is to collect their child.
- The Centre Manager will regularly inform the teachers of any other person/s who may collect a child/ren from the centre.



- Teachers will report to the Centre Manager any uncertainty of persons collecting children in order to ensure compliance as well as protecting children and staff.

## Procedures

- The enrolment form prompts for information seeking:
  - authorisation of additional people who can pick up a child
  - Any custodial arrangements, and anyone expressly prohibited from picking up a child
- A child must only be collected from the centre by a person providing day-to-day care for the child (as outlined by the enrolling parent/legal guardian), unless otherwise expressly authorised as follows:
- Temporary authorisation for another adult to collect a child must be by way of written communication: eg an email, letter, or an entry on the daily sign-in sheet signed by the person providing day-to-day care.
- Teachers and other staff will ask for visual documentation (e.g. driver's licence) to determine the identity of an unfamiliar adult before allowing that person access to the child. Staff will ring the parent/whanau with day-to-day care if there is any doubt.
- A parent/legal guardian, who is not authorised to collect the child, may still legally see/contact that child at the centre unless a court order exists denying that person contact. The enrolling parent/legal guardian must inform the centre of such orders and give a copy to the centre in case of any dispute.
- If any person, including an estranged parent/legal guardian, seeks to collect a child without the written permission of person providing day-to-day care, that enrolling parent/legal guardian must be contacted and written authorisation obtained before the child is released.
- The centre will remain impartial in cases of (custody) dispute or uncertainty, with the child's best interests in mind.

<b>Authorised:</b>	Management team
<b>Date:</b>	Oct 24
<b>Review Date:</b>	Oct 25
<b>Consultation Undertaken:</b>	KR staff and management



## CHILD PROTECTION

**Regulation 46, 51; Health & Safety Criteria HS31, 33; & GMA7A**

**Regulation 43; Curriculum, Criteria 13; Crimes Act 1961 s. 59 Parental Control; Privacy Act 2020; Oranga Tamariki Act 1989; Children, Young Persons, and Families Act 1989; Children's Act 2014**

### **Introduction**

Kids' Reserve is committed to ensuring the wellbeing and safety of children in our care, and the prevention of child abuse. The safety and wellbeing of the child is our top priority when investigating suspected or alleged abuse.

We have prepared this policy to provide guidance on how to identify and respond to concerns about the wellbeing of a child, including possible abuse or neglect. In this policy you will find:

- Guidance on identifying signs of possible child abuse or neglect
- The process for responding to a concern about a child
- The process for responding to an allegation about a staff member
- The safe practice guidelines and preventive education measures we have in place
- How we deal with statutory agencies

We support the role of statutory agencies in this area, in particular Oranga Tamariki and the New Zealand Police. We will report concerns to those agencies when appropriate (and notify the Ministry of Education at the same time) and we will support them in their investigations. In addition to guiding staff to make referrals of suspected child abuse and neglect to the statutory agencies – i.e., Oranga Tamariki and the Police – this policy will also help our staff to identify and respond to the needs of the vulnerable children whose wellbeing is of concern.

This policy contains processes to help us make the best decisions we can. In all of our decisions, the welfare of the child is paramount.

### **Application, roles and regular review**

This policy provides a broad framework and procedural expectations. It applies to all staff, including volunteers in part time or temporary roles, and contractors. It is intended to protect all children that staff may encounter, including those who are not directly in the care of Kids' Reserve.

The designated people for Child Protection are:

- the Person Responsible (the Centre Manager or their delegate)
- the Management Committee Chair.

They are responsible for providing advice and support to staff where they have a concern about an individual child or who want advice about this child protection policy.

The Centre Manager and Management Committee Chair are responsible for the maintenance and annual review of this policy. It is consistent with Oranga Tamariki and Police guidelines and will be also updated when new guidance is issued.

We are committed to maintaining and increasing staff awareness of how to prevent, recognise and respond to child abuse through appropriate training. As part of their induction, new staff are given a copy of this policy. All staff are asked to read this policy and are encouraged to discuss with the Centre Manager if they are unsure of any situation.

This policy will be reviewed annually. The Management Committee, Management Team, all Teachers and staff members are encouraged to participate in reviewing this policy.

### **Definitions**

**Child** – any child or young person under 18 years of age;

**Child abuse** – includes physical, emotional and sexual abuse as well as neglect which is the direct consequence of a deliberate act or omission by an adult and which has the potential or effect of serious harm to the child

**Child protection** – activities carried out to ensure that children are safe in cases where there is suspected abuse or neglect or are at risk of abuse or neglect;

**Designated person for child protection** – responsible for providing advice and support to staff where they have a concern about an individual child or who want advice about child protection policy;

**Disclosure** – information given to a staff member by a child, parent or caregiver or a third party in relation to abuse or neglect;

**Ministry for Children (Oranga Tamariki)** – the agency responsible for investigating and responding to suspected abuse and neglect and for providing care and protection to children found to be in need;

**NZ Police** – the agency responsible for responding to situations where a child is in immediate danger and for working with Ministry for Children in child protection work and investigating cases of abuse or neglect where an offence may have occurred.

**Person/s Responsible** – nominated to fulfil the Person responsible role required by the Education (Early Learning Services) Regulations 2008. This is the Kids' Reserve Centre Manager, or their delegate.

**Physical abuse** – any acts that may result in physical harm of a child or young person. It can be, but is not limited to: bruising, cutting, hitting, beating, biting, burning, causing abrasions, strangulation, suffocation, drowning, poisoning and fabricated or induced illness.

**Sexual abuse** – any acts that involve forcing or enticing a child to take part in sexual activities, whether they are aware of what is happening. Sexual abuse can be but is not limited to:

- **Contact abuse:** touching breasts, genital/anal fondling, masturbation, oral sex, penetrative or non-penetrative contact with the anus or genitals, encouraging the child to perform such acts on the perpetrator or another, involvement of the child in activities for the purposes of pornography or prostitution.
- **Non-contact abuse:** exhibitionism, voyeurism, exposure to pornographic or sexual imagery, inappropriate photography of depictions of sexual or suggestive behaviours or comments.
- **Emotional abuse** – any act or omission that results in adverse or impaired psychological, social, intellectual and emotional functioning or development. This can include:
  - patterns of isolation, degradation, constant criticism or negative comparison to others, isolating, corrupting, exploiting or terrorising a child can also be emotional abuse.
  - exposure to family/whānau or intimate partner violence.

**Neglect** – neglect is the most common form of abuse and although the effects may not be as obvious as physical abuse, it is just as serious. Neglect can be:

- **Physical** (not providing the necessities of life like a warm place, food and clothing).

- **Emotional** (not providing comfort, attention and love).
- **Neglectful supervision** (leaving children without someone safe looking after them).
- **Medical neglect** (not taking care of health needs).
- **Educational neglect** (allowing chronic truancy, failure to enrol in education or inattention to education needs).

### Training and Preventative Education

We are committed to maintaining and increasing staff awareness of how to prevent, recognise and respond to abuse through appropriate training. As part of their induction, new staff are made aware of the policy on child protection.

- This policy will be part of KR's induction programme for new staff and/or will be reviewed yearly with all staff. It may be discussed at staff meetings, so all teachers and other staff are aware of the steps that need to be taken if they feel a child is not being protected at home or at the centre. Kids' Reserve teachers and staff are encouraged to reflect critically and identify to the Management Team any areas of concern with regard to children or parental behaviour when it appears inappropriate;
- Educating children and families/whānau is important in the help of prevention of child abuse. Kids' Reserve has a library of books about personal safety, listening to children, being inclusive; books about safety are read periodically at mat times and teachers should be aware of any discussions with (or between) children about inappropriate behaviour; and
- Where possible teachers or staff members will be encouraged to attend relevant professional development courses so that they are aware of relevant information to keep children safe.

### Identifying abuse or neglect

Identifying abuse or neglect is guided by the following principles:

- We understand that every situation is different and it's important to consider all available information about the child and their environment before reaching conclusions. For example, behavioural concerns may be the result of life events, such as divorce, accidental injury, post-natal depression, the arrival of a new sibling etc.
- We understand when we are concerned a child is showing signs of potential abuse or neglect we **MUST** talk to someone, either a colleague or any one of the designated people for Child Protection – we shouldn't act alone.
- While there are different definitions of abuse, the important thing is for us to consider overall wellbeing and the risk of harm to the child. It is not so important to be able to categorise the type of abuse or neglect.
- It is normal to feel uncertain, however, the important thing is that we should be able to recognise when something is wrong, especially if we notice a pattern forming or several signs that make us concerned.
- Exposure to intimate partner violence (IPV) is a form of child abuse. There is a high rate of co-occurrence between IPV and the physical abuse of children.

These are some of the signs of *potential abuse*:

- **Physical signs** (e.g., unexplained injuries, burns, fractures, unusual or excessive itching, genital injuries, sexually transmitted diseases).
- **Developmental delays** (e.g., small for their age, cognitive delays, poor speech and social skills).
- **Emotional signs** (e.g., sleep problems, low self-esteem, and obsessive behaviour, inability to cope in social situations, sadness/loneliness and evidence of self-harm).
- **Behavioural concerns** (e.g., age-inappropriate sexual interest or play, fear of a certain person or place, disengagement/neediness, aggression).
- The child **talking** about things that indicate abuse.

These are some of the signs of *potential neglect*:

- **Physical signs** (e.g., looking rough and uncared for, without appropriate clothing, underweight).
- **Developmental delays** (e.g., small for their age, cognitive delays, poor speech and social skills).
- **Emotional signs** (e.g., sleep problems, low self-esteem, obsessive behaviour, inability to cope in social situations, sadness/loneliness).
- **Behavioural concerns** (e.g., disengagement/neediness, aggression).
- **Medical neglect** (e.g., persistent nappy rash or skin disorders or other untreated medical issues).

#### Practical guide for staff to respond to concerns

- If a child talks to you about things that make you concerned:
  - Reassure the child that they were right to talk to you. However, do not make promises or commitments you cannot keep.
  - Avoid formally investigating the situation or interviewing the child.
- If you notice things about the child that make you worried, consider whether you can discuss them with the child. For example, some children will be able to explain a bruise or tell you whether they have been to see a doctor.
- Always discuss your concerns with another staff member, even if the child has given you an explanation. If you are not the child's whānau teacher, it might be useful to talk to them. They may know things about the child's health or family life that you do not.
- If the signs that are giving rise to your concerns cannot be explained, write them down. Make sure you include your observations, and anything said by the child.
- Any person can report suspected abuse to Oranga Tamariki or the Police and will not be prevented from doing so. It is strongly recommended that a teacher discusses the issue with the Centre Manager, prior to making any report. Any reports must also be notified to the Ministry of Education.
- If considered safe to do so (unless it increases the risk to the child or places team members in a dangerous situation) then parents will be informed if Kids' Reserve is making a report of concern. This is not to gain consent if a report is being made, as legislation allows Kids' Reserve to share information without the consent of parents. If parents object, facts will be recorded along with reasons for decisions made.

- There may be cases where the involvement of statutory agencies is inappropriate and potentially harmful to families. If the Centre Manager feels there is reasonable concern for the wellbeing of a child, they will work to respond to the needs of this child in a manner proportionate to the level or need and risk, working with external agencies and whānau as appropriate. Regulated child welfare and protection agencies are listed in the Oranga Tamariki Act and includes all health services.

***If your concerns cannot be explained:***

- It is important that staff deal with their concerns quickly. If they are worried, they should not hesitate to raise the issue with the Person Responsible or the Centre Manager.

***What the Person Responsible or Centre Manager will do:***

- If a staff member raises concerns about what they think are signs of neglect or abuse, the Person Responsible or Centre Manager will:
  - Record the staff member's concerns;
  - Consider whether it is appropriate to observe or talk to the child about the concerns;
  - Consider whether it is appropriate to involve other agencies, such as Oranga Tamariki or the Police. It may be helpful to call one of those agencies to talk the issue through. Oranga Tamariki provides a helpline (0508 FAMILY / 0508 326 459) and will help determine the urgency of the concern, and whether Oranga Tamariki needs to be involved or whether there is another agency that is more appropriate;
  - If it appears that there is an immediate risk to the child's safety, Kids' Reserve will call or the Police immediately or Oranga Tamariki. Kids' Reserve will seek advice from these agencies about how to engage with the child's parents/whānau. The Ministry of Education will also be notified; and
  - Ensure that the staff member has appropriate support.

***Allegations made against a member of staff:***

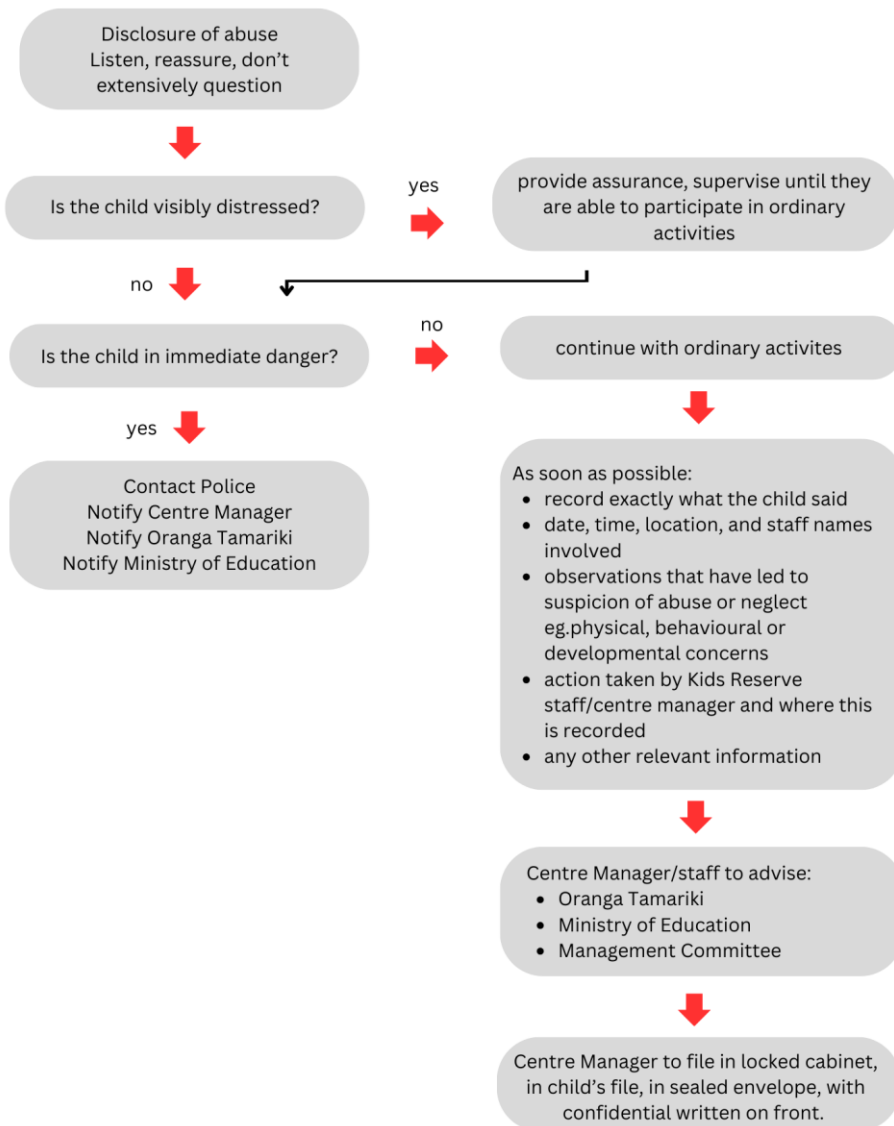
- All matters involving allegations against staff also need to be escalated to the Management team and the Chair of the Management Committee.
- To ensure the child is kept safe Management will ensure that the person is:
  - excluded from coming into contact with the children participating in the service or, as the case requires, the children being educated by the educator; and
  - if satisfied that it is necessary to do so to ensure that no child is ill-treated, ensure that the person is excluded from the service and does not enter or remain in any premises where the service is provided while it is being provided, or as the case requires, is excluded from the home and does not enter it or remain in it while the educator is providing education and care.

***It is important to:***

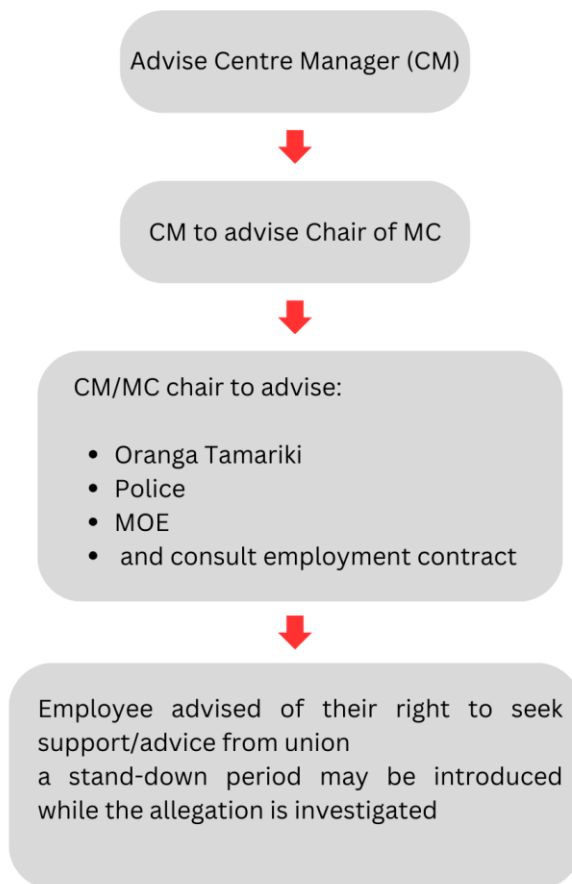
- Act on your concerns. Teachers should not leave it up to someone else in the hope that it will not happen again.
- Remember information about children and their parents is private information and should only be shared if it is necessary to do so to protect the child's wellbeing. The Privacy Commissioner should be contacted if it is unclear as to whether any information should be shared with a third party.
- Kids' Reserve will provide appropriate support in dealing with upsetting situations at work and the Centre Manager or Person Responsible will ensure it is provided.

## CHILDREN'S ACTION PLAN

### Disclosure of abuse or neglect is made



## Allegations made against a member of staff:





- If the allegation is made to someone other than the Centre Manager, the Centre Manager must be informed
- The Centre Manager should record the allegation, discuss the issue, and inform the Management Committee Chair
- If an allegation is made concerning the Centre Manager, then the Management Committee Chair should be contacted in the first instance
- If the allegation does not require further action it should be recorded but no further action needs to be taken. The Management Committee Chair or Centre Manager should decide whether the staff member needs to be informed.
- If the allegation is genuine, the Management Committee Chair or Centre Manager will take steps to assess the impact on the wellbeing of the child in question, involve parents, relevant agencies etc. The same processes apply as detailed above.
- If there is a need to pursue an allegation as an employer Kids' Reserve will consult with Oranga Tamariki or the Police before advising the person concerned, informing them that they have a right to seek legal advice and providing them with an opportunity to respond.

All documentation regarding any allegation regarding a child or a Teacher or staff member **MUST** be retained for future reference and stored securely (or sealed for confidential reasons.)

#### **Confidentiality and information sharing**

If warranted, staff may seek advice from Oranga Tamariki and/or the Police.

- Any person who believes that a child has been or is likely to be, harmed physically, emotionally or sexually or ill-treated, abused, neglected or deprived may report the matter to Oranga Tamariki or the Police and provided the report is made in good faith, no civil, criminal or disciplinary proceedings may be brought against them (section 15 and 16 of the Oranga Tamariki Act 1989).
- Information about individuals that staff receive as part of their work is private information that needs to be treated in accordance with the "Privacy Principles" in the Privacy Act 2020. The main Privacy Principles for staff to consider are:
  - Information about an individual should be collected directly from the person concerned;
  - When personal information from another source is collected, Kids' Reserve should inform the person the reasons it is being collected, why it is and what it will be used for. This information is considered confidential and is only accessible by the Centre Manager;
  - Any information obtained can only be held if permission is given initially and a person can refuse to provide the information, as well they have a right to access and correct this information if they disagree.
- Staff may, however, disclose information where there is good reason to do so – such as where there is a serious risk to individual health and safety (see privacy principle 11). Disclosure about ill-treatment or neglect of a child/young person may also be

made to the Police or Oranga Tamariki under sections 15 and 16 of the Oranga Tamariki Act 1989.

#### **Child safe practice guidelines**

The following guidelines have been developed to help minimise any risk to children, as well as to ensure that staff feel supported.

#### **Staff:**

- Teachers and staff should ensure that there are few opportunities to be alone with children. For example:
  - Where privacy is necessary for children (eg in toilets or nappy changing areas), it should still be possible for teachers to be seen by other adults.
  - The bathrooms and sleep rooms are checked throughout the day by staff (see the Sleep Room Policy).
  - Teachers and staff are not permitted to take children out of the premises alone.
  - Teachers should show affection and comfort to children, but this needs to be in the context of a respectful relationship with that child. No-one should force affection onto children.
  - All teachers must be respectful and show a child dignity at nappy change times.
  - Relieving teachers should not be left alone in sole charge of children.
  - Teachers or staff members should only ever take children in vehicles if they have written permission from the parents whānau. The only exception to this would be in an emergency situation.

#### **Centre Manager**

- Safety checking will be carried out in accordance with the Children's Act 2014. This will include a Police vet; identity verification; references and an interview. A work history will be sought, and previous employers will be contacted. Professional membership will be checked and verified for any registered/certificated teachers. If there is any suspicion that an applicant might pose a risk to a child, that applicant will not be employed. (Refer Safety Checking Policy).

#### **Visitors**

- All families are welcome to visit their children throughout the day.
- As a way of knowing who is present in the centre throughout the day, all visitors must write their name (and time of visit) onto the sign in and out sheet so a good record of any visitors is kept.
- Visitors, including outside instructors, contractors, and volunteers, should be monitored at all times by staff.
- A teacher should accompany all visitors including parents if they go into the sleep room, ensuring they are not alone when other children are present;
- All families/whānau should be aware of this policy and their ability to raise concerns or make a complaint.

#### **Interaction with statutory agencies**

Kids' Reserve will continue open dialogue with Oranga Tamariki with regard to any issue teachers feel needs addressing. From time to time appropriate agencies will visit and talk to staff and families as part of the educational programme. Kids' Reserve recognises that this may be outside of its level of expertise and should seek support if required.

Kids' Reserve will always act on the recommendations of statutory agencies, including Oranga Tamariki and the Police.

#### **Register of concerns**

When we respond to suspected child abuse or any concerning behaviour we write down our observations, impressions and communications in a confidential register. This is kept separate from our other records and access will be strictly controlled.

<b>Authorised by:</b>	MOE Amy Pirie, Management Committee and Tumuaki
<b>Date:</b>	24-10-2024
<b>Review Date:</b>	October 2025
<b>Consultation Undertaken:</b>	KR Staff



## Cleaning and Laundry Hygiene

### Aim & Rationale

The cleaning of the centre is of paramount importance to control the spread of illness and maintain the health and safety of all children, staff, family/whānau and visitors.

### Responsibilities

#### Daily Centre Responsibilities:

The cleanliness of the centre is of paramount importance to control the spread of illness and maintain the health and safety of all children, staff, family/whānau and visitors.

- \* All laundry is cleaned on a rotational basis and Teachers ensure that there is enough clean linen so that hygienic standards are always practiced.
- \* The washing machine and tumble dryer are cleaned and maintained regularly to ensure they are free of lint and grime.
- \* All table surfaces are to be cleaned **BEFORE** and **AFTER** children's kai times with the **RED** kai cloths;
- \* A cleaning schedule is kept so items can be checked and cleaned on a rotational basis.
- \* For everyday cleaning a solution of **1:100 bleach** to water is considered adequate, however if an outbreak occurs (vomiting, conjunctivitis etc) this is increased to **1:10 strength**. (This ratio is for normal daily usage as well as in a Pandemic.)

#### Centre Responsibilities in a Pandemic:

- During a **Pandemic** cleanliness is utmost priority and extra measures are put in place for the control of illness, particularly relevant in **Level 3**. The cleaning regime in this case is more stringent and listed below:
- High touch surfaces (eg taps, door handles) will be thoroughly cleaned every two hours throughout the day.
- Surfaces that are frequently touched (eg tables, bench tops, light switches, toys) will be cleaned with soapy water or disinfectant throughout the day.
- When cleaning, staff will use disposable cloths; however, if it is not available, reusable cloths will be cleaned, disinfected and then dried after use (this is because bacteria or virus survives on damp cloths;)
- Teachers adhere to the two general principles of cleaning thoroughly and efficiently:
- **Top to bottom:** Teachers make sure to start cleaning surfaces higher up and work their way to the floor. This method ensures that any particulates or debris fall to the floor, which will be cleaned last.

- **Clean to dirty:** Teachers start by cleaning surfaces and objects that are cleaner and work their way to cleaning dirtier items. Teachers will avoid going from an un-cleaned area to a cleaned area, as this ensures no cross contamination of items and surfaces.
- Clean all household items (eg dishes, cups, cutlery) thoroughly, preferably in the commercial dishwasher;
- Spot clean any marks on soft furnishing;
- Each child will have individual linen and will be washed daily after use;
- Remove all linen for washing and place them in a plastic bag for transport to the laundry. Teachers will wash them using detergent in the washing machine in hot water;
- The washing machine and tumble dryer are cleaned and maintained regularly to ensure they are free of lint and grime for health and safety;
- Face tissues and paper towels will be readily available for those who develop a runny nose or cough. Tissues will be discarded immediately into a covered, lined rubbish bin or plastic bag;
- Teachers will role model and encourage children to regularly wash hands, including on arrival to the centre, before and after meals, after blowing noses, toileting or changing nappies;
- Hand sanitizers will be readily available;
- Chairs and tables are cleaned and disinfected **BEFORE** and **AFTER** children's kai times with the **RED** kai cloths;
- Toys are cleaned regularly with hot soapy water and/or disinfectant. They are then left to dry on a dish rack as a hygienic practice. Some items are cleaned in the dishwasher and laundry bags can be provided.
- Remove toys or resources that cannot be easily cleaned or disinfected, especially those with porous surfaces which can absorb and retain fluids;
- Books with plastic sleeves will be wiped with disinfectant and left overnight;
- When spraying surfaces with disinfectant or bleach, teachers will wait 30 seconds before wiping;
- Teachers will limit putting out arts and crafts materials, and will discard after each activity;
- Sensory or modelling resources (eg play dough) and finger-paint will be provided in individual portions and teachers will discard after each use;
- Teachers will thoroughly clean all surfaces at the end of each operating day;

For everyday cleaning a solution of **1:100 bleach** to water is considered adequate, however if an outbreak occurs (vomiting, conjunctivitis etc) this is increased to **1:10 strength**. This ratio is for normal daily usage as well as in a Pandemic.

A cleaning item checklist will be provided and recorded for the rooms, so all teachers are aware;

## Laundry Hygiene

**References:** Education (Early Childhood Services) Regulations 2008, Regulation 46;  
Licensing Criteria for Early Childhood Education & Care Services 2008, HS1, HS2

### Principle:

Kids Reserve has an obligation to eliminate health and safety risks where possible; and has high expectations that hygiene practices are maintained in all areas. All Teachers and staff are expected to adhere to the principles of health and safety standards, so illness is not spread, and good systems are in place. All Teachers and staff should ensure that the Centre maintains hygiene practices and role model high standards to avoid cross contamination.

### Responsibilities:

All teachers and staff have a responsibility to ensure laundry items at Kids' Reserve are laundered and dried in a hygienic environment. This means:

- All laundry is organized in such a way that items can be divided into separate washing loads for hygiene reasons (**see Separate Washing Machine Loads below**)
- All laundry is labeled to inform teachers and staff whether a washing load is **“Dirty”**, **“Clean”** or **“Needs to be Dried”**
- All washing will be hung outside or hung out on the clothes airer to dry, or dried using the centre dryer
- **ALL laundry is dried before being used**
- Washing machine to be cleaned with machine cleaner monthly (First Monday of each month)

Bedding (cot sheets, blankets, and pillows) should be **washed at least weekly**; In warmer summer months bedding should be **washed twice weekly** (HS2) and cotton blankets used instead of Polar Fleece. If children have skin allergies, cotton blankets should **always** be used (to avoid the irritation of skin conditions.)

Other items should be washed daily as needed.

Washing is to be done in hot water with an adequate amount of laundry detergent. (Rags and rag towels can be done in a cold wash.)

#### Separate Washing Machine Loads:

- Beddings (i.e., cot sheets, blankets, pillows)
- Clothing
- Body towels (i.e., pink towels)
- Face cloths and bibs
- Dishcloths, red table cloths and tea towels

- Old towels for cleaning up floors, rags from art activities

**Centre towels or sheets that have been vomited/soiled on should be rinsed/soaked in hot water and bleach for 15-30Minutes, before being hot washed in a load separate from other items of laundry;** children's clothing that have been vomited/soiled on will be double bagged in plastic (e.g., in the glove used for changing plus a further bag) and placed in their wet bag to be sent home for washing. Refer NAPPY CHANGING & TOILET HYGIENE procedure re *Storage & disposal of soiled clothing & nappies*.

## Environment

\* Laundry products are kept on the laundry shelves (heavier items on the lower shelf and lighter products on the highest). Products should be organised, clearly labelled and shelving cleaned on a regular basis.

\* The Dryer should have lint removed daily to keep the risk of combustion to a minimum.

**\* The ceiling extractor fan should be used always to avoid condensation (venting the moist air from the laundry).**

### **Alignment with our philosophy and other policies**

This policy is aligned with our Centre philosophy and our other Centre policies including our Parental Involvement and Communication Policy and health and safety policies.

### **Relevant Background (including Legislation/Regulation references)**

### **Review**

Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Tumuaki Shayna McGee
<b>Date:</b>	29-2-25
<b>Review Date:</b>	Feb 2026
<b>Consultation Undertaken:</b>	KR Kaiako and MC



## Communication & Consultation

### Rationale:

Kids' Reserve acknowledges parents/whānau as the first teachers of their child and endeavour to work collaboratively on all matters involving their child. The centre encourages family/whānau involvement and open communication between all parties involved in the care and education of the child.

### Responsibilities:

- Communication between Teachers and parents/whānau is paramount. Short dialogue at pick-up and drop-off allows both parties to gain a deeper knowledge and understanding of the child and more formalized meetings can occur when appropriate.
- When families join the centre, they are sent relevant documentation regarding the settling of their child at the centre.
- Kids Reserve recommends and enables parents/whānau visit with their child several times before commencing at the centre to help the settling process (ideally at least 3 – 4 times.)
- Families can contribute to the centre in a range of ways, including joining the Management Committee, repairs & maintenance, sharing skills, talents with the children and parent helpers on excursions.
- The Teachers and parents/whānau will work together to determine, acknowledge and realize the needs and aspirations they hold for their child. Kids Reserve will have several events each year to enable parents, tamariki, kaiako, Centre Management and Management Committee members to gather. Additionally aspirations for tamariki and whānau feedback and input for learning are sought through day to day conversations and Storypark. Family meetings can be offered to parents/whānau and their teachers to discuss learning and development when appropriate.
- The centre maintains a range of mechanisms to ensure information is communicated clearly and accurately. These include via Newsletters, emails, Storypark, and the Notice board.
- Children's learning is documented on Storypark, an online private service that helps teachers, parents and families work together to record, share and extend children's learning through videos, stories, moments, notes and responses.
- The centre will gain parent/whānau perspectives in a yearly parent survey and through surveys linked to internal evaluation. This helps in reviewing and evaluating the service Kids Reserve provides and assists the planning and development for the



coming year.

- Parents/whānau are encouraged to provide feedback on any issue via a confidential email which is only accessed by the Centre Manger.
- Parents/whānau, teachers and staff are all encouraged to participate in the development of the Strategic Plan.
- Whānau are invited and encouraged to participate and contribute towards internal evaluation and curriculum within the centre through use of surveys, Storypark and emails.
- Social occasions with Teachers and other staff and families occur which assist the formation of relationships.
- **Alignment with our philosophy and other policies**
- *This policy is aligned with our Centre philosophy and our other Centre policies*

- **Relevant Background (including Legislation/Regulation references)**

C11, C12, GMA2, GMA3, GMA4

- **NELP Priorities That Guide This Policy:**  
Objective 1, Priority 1 and 2  
Objective 2, Priority 3

- **Review**

- Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Tumuaki Sarah Knipping
<b>Date:</b>	27-4-25
<b>Review Date:</b>	March 2026
<b>Consultation Undertaken:</b>	KR Kaiako and MC



## Complaints Procedure

References: Education (Early Childhood Services) Regulations 2008  
Employment Relations Act 2000

### Rationale

Kids' Reserve (KR) is committed to positive, supportive and low-key resolution of concerns and complaints.

KR will follow current employment legislation and best practice for employers, in addition to the requirements set out in our employment contracts with staff.

### Policy scope

This policy applies in situations where a complaint is made about any aspect of the service provided by KR. This may be from a staff member, a parent/whānau or another individual. The complaints procedure set out in this policy must be prominently displayed at the centre for parents/whānau and visitors.

Other relevant KR Policies include: Child Protection Policy; Disciplinary Procedure within KR Employment Contracts. Note that actions by teachers that are deemed by KR to be misconduct or serious mid-conduct are treated under the Disciplinary Procedure.

### Definitions

A **concern** is any low-level query or statement by a parent/whānau, employee or other individual which relates to an employee, a teaching or management practice or decision, or other aspect of the service's policies or operations. This is most likely to be resolved by respectful discussion, clarification, information or very low-level corrective measures only – and less likely to lead to a disciplinary investigation or disciplinary action and/or whether this would be lead to a formal complaint.

A **complaint** is a more serious statement made by a parent/whānau, employee or other individual which relates to an employee, a professional or management practice or decision,

or other aspect of the service's policies or operations that has not met that person's expectations for some reason. A complaint is more likely to require a disciplinary investigation, disciplinary action or more significant corrective measures.

### Guiding Principles

KR will apply the following principles to its actions arising as a result of a complaint being made:

- i. Confidentiality will be maintained as far as possible except where it would breach natural justice
- ii. The dignity of the employee and complainant will be respected
- iii. Efforts will be made to ensure a response is made in a timely fashion
- iv. KR will always listen and seek to understand before taking action
- v. KR will keep to its agreements – agreements will not be changed without consultation
- vi. Processes can be adapted to meet the requirements of an individual situation – while still meeting all legislative and contractual requirements
- vii. The procedures followed by KR will be fair and equitable
- viii. KR will strive for consistency – similar actions for similar situations
- ix. A low key resolution is preferred – respectful discussion, coaching, counselling, not discipline. However, some circumstances may merit more serious consequences, and KR is committed to accountability, in a fair and reasonable way
- x. Supportive action with focus on positive resolution not punishment
- xi. Employees and/or complainants may seek family, whānau, professional and/or union support.

### Procedures for Complaints:

- If there is a **Complaint from a Teacher** regarding another **Teacher** or regarding a **parent/whānau or management practice or decision**, this should be solved in conversations by the Teacher or from the parent/whānau;
- If there is a **Complaint** from a **parent/whānau** regarding a **Teacher**, this should be solved in conversation by the Teacher and/or by the Key Teacher or Team Leader;
- If a **Complaint cannot be resolved**, the next step would be directed at the Centre Manager who would attempt to resolve the issue as quickly as possible
- If the complaint is directed at management and cannot resolved through conversations, the next step would be to contact the management committee to resolve the issue.
- The Centre Manager will discuss with the complainant the issue (at the most informal level that is appropriate ;)
- The Centre Manager will seek to resolve the concern as quickly as possible, as close to the problem and at the lowest or most informal level that is appropriate. No formal documentation would generally be required, but it is expected that the Centre Manger keep a brief record of the conversation and any agreed actions.

If the complainant is not satisfied with the outcomes of this, and/or if the complainant wishes to make a formal complaint, they should discuss this further with the Centre Manager to:

1. Clarify the issue and agree the course of action to be taken.
2. The Centre Manager should acknowledge the complaint in writing and provide a copy of this policy to the complainant, assuring them of confidentiality and outlining the steps that will be taken.
3. The appropriate person would be informed before any investigation begins. A written record detailing the complaint will be provided to the complainant and would also be provided with a copy of the policy and reminded that they can have a support person/witness present during any discussion.
4. All meetings related to the complaint will be documented. The documentation could be in the form of a file note including the date, who was present, a brief summary of any discussion investigation, action, remedy, and outcome. Copies of meeting documentation should be provided to all parties present at the meeting, to ensure the record is correct. The Centre Manager may ask to get copies of the records signed by all parties to confirm them as true and correct record.
5. Once a preliminary course of action has been determined, the Centre Manager contact the complainant and discuss the outcome of the investigation. Their feedback will be sought on whether that course of action will resolve the complaint. It is noted that there will be privacy considerations relating to the employer-employee relationship that may prevent the Centre Manager discussing specific details with the complainant.
6. A document will be kept of the action that has been agreed in finalising any investigation.
7. The complainant will be provided with a letter confirming the steps taken, and action agreed to provide resolution, plus any follow up actions that have been agreed.
8. The documentation will be kept on file.
9. If the issue is not resolved at the end of any action plan, the complainant may choose to discuss their complaint with the Management Committee. The Management Committee may engage external advice, if it deems this necessary, on possible steps

KR may take to resolve the issue. Similar principles around confidentiality, documentation and employment rights to those described in this Policy will apply.

10. If the investigation confirms a complaint against a Teacher, this would represent a serious staff employment issue, KR will refer to its Disciplinary Policy.

## Other

Any person may also complain directly to the Ministry of Education if they consider that their complaint has not been resolved satisfactorily (refer regulation GMA1). The local MOE office is contactable at 04 463 8699.

Kids' Reserve will not use settlement agreements where these are contrary to a culture of child protection. Some settlement agreements allow a member of staff to agree to resign provided that no disciplinary action is taken, and a future reference is agreed. Where the conduct at issue concerned the safety or wellbeing of a child, use of such agreements is contrary to a culture of child protection.

The Centre Manager will inform the Management Committee as needed on the nature of recent complaints without supplying names unless who the complaint is about is material to the decision making of the Management Committee.

If a complaint is made about the Centre Manager, it should be directed in the first instance to the Chair and one other person on the Management Committee as soon as possible.

**Kids' Reserve (KR) is committed to positive, supportive and low-key resolution of concerns and complaints.**

<b>Approved:</b>	Management team
<b>Date:</b>	May 24
<b>Review Date:</b>	May 2025
<b>Consultation Undertaken:</b>	KR Kaiako and MC



## Disciplinary procedures

### at Kids Reserve:

***When a disciplinary process is needed to address misconduct for an employee of Kids' Reserve, a fair process will be followed as per Employment New Zealand Disciplinary Process<sup>1</sup>***

1. Consider whether there is a good reason to start a disciplinary process; preliminary investigation to understand the issue.
2. Inform the employee of the process; a letter outlining the process, the possible consequences, that the employee should participate in the process and that they can bring a support person. Give the employee reasonable opportunity to provide an explanation.
3. Investigate the problem; if it is minor, a documented conversation may suffice.
4. A formal meeting; put the investigation findings to the employee, both parties to discuss the issue raised, a chance for the employee or representative to respond to the concerns, and the decision-maker should take time to consider all information and reach a decision.
5. Further investigations and a second formal meeting may be necessary
6. Decide the course of action; ensuring that the approach is fair and reasonable
7. Preliminary decision; with a chance for the employee to provide feedback
8. Final decision meeting: to explain why decision was made, recorded in writing and signed by the employee.

## SERIOUS MISCONDUCT

An employee may be summarily dismissed if, after a fair investigation and disciplinary process, they are found guilty of serious misconduct. This is conduct that deeply impairs or is destructive of the relationship of trust and confidence. It is not necessary to have a specific clause in the employment agreement for a summary dismissal to be an option in the event

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<sup>1</sup> See website: <https://www.employment.govt.nz/resolving-problems/steps-to-resolve/disciplinary-action/disciplinary-process/>

of serious misconduct. Employers are required to report if they have reason to believe the teacher has engaged in serious misconduct. This is defined as, any behaviour which calls a teacher's fitness to practice into question, puts a student at risk, or could bring the profession into disrepute may be considered serious misconduct. Types of serious misconduct include using unreasonable or inappropriate physical force on a child, having an inappropriate relationship with a student, neglect or failing to protect a child, theft or fraud, involvement in illegal drugs, impairment by drugs or alcohol while at work (as a teacher), viewing pornography while at work (as a teacher or anything that is an offence punishable by three months' time in prison).

Under the Education act, employers must make a mandatory report to the Education Council in certain circumstances. Failing to make a report is an offence, which carries a fine of up to \$25,000 unless there is reasonable justification.

### **When to make a Mandatory Report**

Employers must IMMEDIATELY report to the council when:

- A Kaiako is dismissed for any reason
- A kaiako resigns from a teaching position, if within the 12 months preceding the resignation the employer advised the kaiako it was dissatisfied with or intended to investigate any aspect of the kaiako conduct or competence, or on the expiry of a kaiako fixed term contract
- Complaints about kaiako who recently left- if the school or centre receives a complaint about the conduct or competence of their former teacher, less than 12 months since after the teacher's employment ended.
- The employer has reason to believe that the kaiako has engaged in serious misconduct,
- The employer is satisfied that despite undertaking competency procedures with the kaiako, the teacher has not reached the required level of competence.

### **How to make a Mandatory Report**

All reports to the Teachers Council must be in writing and include specific information as required by the legislation. You are encouraged to provide as much detail as possible. Please remember to include the following:

- For a dismissal, the reason for dismissal
- For a resignation, a description of the conduct or competence issues you have concerns about any action taken
- For a complaint received about a former employee, the nature of the complaint and any other relevant information
- For a report of possible serious misconduct, the description of the conduct and the action taken
- For failing to reach the required level of competence, a description of the competence issues and actions taken,

The following documentation may be relevant to your report. Please include where applicable:

- Statements of complainants, identity of witnesses and anyone else related to the matter
- Letters of complaint received about the Kaiako
- Letters between you or the professional leader and the kaiako concerning the complaint or matter of concern
- Any statements or responses, records of these received
- The letter of resignation
- Minutes from the Governance committee meeting which the matter was discussed
- The recent performance appraisals
- Relevant classroom
- Observation
- Independent investigators report
- Any other relevant information provided by the other people or by the police.

<b>Approved by:</b>	Management Committee
<b>Date:</b>	6-7-2024
<b>Review Date:</b>	July 2025
<b>Consultation Undertaken:</b>	Management committee, Lisa and Callum alongside Sarah (Manager) and Hannah (admin)





## Emergency Policy

**The purpose of this operational policy is to meet licensing criteria HS54, HS55, HS56, HS67 & H58.**

### Position Statement

At Kids' Reserve, we are committed to ensuring the safety of our children and employees within our care in the event of a natural disaster or emergency.

### Procedure

Our centre will have an emergency plan which will include:

- A floor plan of the premises showing:
  - safe places for assembling;
  - evacuation routes to the assembly points;
  - location of emergency equipment; and
  - location of emergency supplies.
- Comprehensive civil defence kit and classroom grab bags lists, and a record of when these were last checked and replenished
- Roles and responsibilities that will apply during an emergency.
- A communication plan for families and support services
- A review of the plan on an annual basis and implementation of improved practices.

All new employees will receive information on dealing with emergencies and evacuations as part of their Health & Safety induction.

The Centre has comprehensive civil defence kits and grab and go bags in each teaching area that are kept with enough supplies (torches, batteries, a battery-operated radio, first aid kit and manual, nappies, enough food and water for at least 16 staff and 47 children to last up to 72 hours (3 days). See list of Emergency Supplies in Appendix 3 of the Emergency Plan. The civil defense kits and grab and go bags are checked and replenished every 6 months per licencing requirements.

During an emergency, the Centre may revert to the Ministry of Education ratios of 1:5 for under 2 year old children and 1:10 for over 2 year old children provided children can be left in a safe and secure environment. However, a minimum of two teachers will be required to stay and care for any children until collected by a parent/whanau or emergency contact person.

At least three monthly drills of fire, earthquake and lock downs will be carried out, evaluated and documented (date, time, comments) by the Centre Manager.

*It is expected to have a trial fire evacuation at least every 3 months. Evacuation drills should be organised to test a variety of emergency situations and scenarios.*

*The minimum requirement of the Fire Service Fire and Emergency New Zealand is that there is a notified fire drill every 6 months. We are required to keep a record of each trial evacuation. At a minimum this should record:*

- The date, time, number of under 2s and supervising adults, number of over 2s and supervising adults, other adults, or children present, time taken for complete evacuation (for each separate group if possible)*
- A checklist of the key steps in the evacuation procedure, whether they were completed, and any comments.*
- Details of any actions that need to be taken to rectify faults discovered or to improve on the planned procedure.*
- Trial evacuations to be reviewed with the teams.*
- Keep the trial evacuation (drill) records for the current year plus one additional year.*

An annual building assessment will be undertaken by the Centre Manager. This will involve checking that all appropriate notices displayed, escape routes are clear, firefighting equipment serviced etc.

The nearest Community Emergency Hub, located at Thorndon School, Turnbull St, can be contacted for support in the event of an emergency.

#### **Alignment with the Centre Philosophy**

This policy ensures a safe environment, a crucial part of creating and maintaining the well-being of children in our care.

#### **Implementation**

Clear procedures have been developed, the correct forms are being used for planning and management check and sign off all drills and checklists.

## Review

Review annually or when there is a significant change in the policy topic.

<b>Approved by:</b>	Management Committee
<b>Date:</b>	21 August 2024
<b>Review Date:</b>	August 2025
<b>Consultation Undertaken:</b>	KR Staff



## Enrolments & Fees

### Aim & Rationale

To ensure that all families/whānau attending Kids Reserve are aware of the enrolment procedures and accept the terms and conditions of holding a place with Kids Reserve.

### Responsibilities

To ensure Kids Reserve is operating at its fullest capacity and supporting the wellbeing of our community

### Policy details

#### Enrolments

- When application for enrolments are received the Kids Reserve team will oversee that the following have been considered:
  - The age of child (we will accept from 3month-6years depending on age range of children currently attending);
  - The days required/preferred
  - Whether the child has a sibling already attending the centre
  - The date when the enrolment is received
  - The time frame childcare is required
  - The flexibility of the start date (e.g., whether the child can start on a time that better suits the centre).
- Requests for care may mean that children who are booked in earlier than another child (with bond paid) may be given priority for care
- Once a child can be allocated a space, Kids reserve emails the parent:
  - A letter of confirmation (requesting the bond)
  - A Parent Induction Booklet (providing information about the centre)
- Once the bond is paid into the bank account (see below):
  - Child is moved from waitlist to confirmed space on Discover.
  - Emergency Contact list re-printed for emergency bag as child space confirmed.

- Documentation for settling children, plus suggestions for settling visits for the child.
- Key teacher/Kaiako assigned. Key teacher/Kaiako to confirm visits with whānau,

## Fees

Kids Reserve will always have its Fees schedule available in our whanau handbook.

- Fees are to be paid fortnightly in advance into the Centre's account via automatic payment.
- From time-to-time payment of fees may be on a basis that suits the Centre and the parent, and this is on an individual basis.
- Casual days for children are paid for after care has been received (included in the next fortnightly payment). If an Over 3-year-old child has extra days, thought must be given to the balance of hours able to be claimed under the 20 hrs scheme; Parents must alter the 20 hour form to claim the cheaper fees or parents must pay the normal daily fee.

All parents whānau/caregivers are expected to pay the fees (based on the schedule of fees) for the service. If a parent requests any other financial arrangement, this request should be forwarded to the Management Committee for any decision. There is no expectation that there would be any reduction on fees and whānau should be aware of this.

- When applying for a WINZ subsidy, fees will be deducted in full until the subsidy payments have commenced. If backdated, a credit will be held on the tamaiti account until further fees need to be deducted.
- Fees are to be paid for the full year i.e. 52 weeks, regardless of whether a child is on holiday or sick, cannot attend, teacher only day or centre closure (this may include scenarios such as closure due to an illness outbreak, funeral of a staff member, or emergency. This includes the period over Christmas and New Year when the Centre is closed.
- Fees will be charged on public holidays, at the usual rate, if tamaiti has a permanent booking on that day of the week.
- Kids Reserve participates in the "20 Hours ECE" scheme – for tamariki over 3 years of age, whānau/caregivers are required to complete an attestation form.
- Whānau/caregivers agree their tamaiti is not enrolled in any other ECE setting on the same days they are enrolled at Kids Reserve.
- If a student is absent for more than 3 weeks, it can affect the funding the centre receives from the Ministry of Education. In such cases, parents may be required to cover the missed funding, in addition to the regular fees. The Governance Committee, in collaboration with the Centre Manager, will evaluate each situation individually and make decisions on a case-by-case basis. The 3-week absence rule does not apply during times when the centre is officially closed, such as the two-week closure over the Christmas/New Year period. Please note that the funding received is usually equal to or exceeding the daily fees.
- Fees may increase annually to cover changes in expenses and funding, and for the centre to remain financially stable. Any fees changes will be at the discretion of the Management Committee. Whānau/caregivers will be given at least 2 months' notice of any upcoming changes.
- There is a late fee of \$10 per 10 minutes if matua/caregivers have not collected their tamaiti/tamariki by the time of closing. Please note, this is for emergency use only. Our licence ends at 5:15pm. Tamariki are expected to be collected prior to closing to ensure licence considerations are met, tamariki are not feeling anxious about not being collected and staff

may leave on time. Your late fee will be automatically included in your next fortnightly invoice.

#### **Bond**

- A bond of \$400 is required once you have been offered and accepted a position at Kids Reserve. \$350 is refundable when you vacate, however if there are outstanding fees payable in relation to that place, the bond shall firstly be applied in payment of those fees and the remainder of the bond (if any) shall then be refunded. \$50 non-refundable is an admin fee.

#### **Changes to enrolled days/Cancelling enrolment**

- The waiting list projections are planned months in advance. The Centre will seek to meet requests to change enrolled days; however, this is done in conjunction with the Centre's wider roll.
- For example, where a parent seeks to change their 4 or 5 days down to 3 days, the 3 days offered may be days that suit the Centre's needs with the waiting list.
- Children accessing full-time care (4 or 5 days) are given priority. There may be occasions where children attending part-time (e.g. 3 days) need to amend their number of days or days of attendance in order to accommodate full-time enrolments.
- Parents will provide notice at least 4 weeks in advance of ending childcare. If the child vacates the centre within this 4-week notice period, normal fees must be paid for the remainder of the 4 weeks
- If fees remain unpaid the following action will occur:
  1. Matua/caregivers/whanau will receive a phone call or email. A response must be received within 5 working days and a payment plan agreed upon.
  2. If payment or plan is not received it will result in the tamaiti concerned losing their booking.
  3. In the case of having to recover money through a debt collection agency, the person responsible for the bill will incur the fee of the collection charged.

#### **Alignment with our philosophy and other policies**

*This policy is aligned with our Centre philosophy and our other Centre policies including our Parental Involvement and Communication Policy and health and safety policies.*

#### **Relevant Background (including Legislation/Regulation references)**

##### **Licensing Criteria That Guide this Policy**

GMA2 GMA3

##### **NELP Priorities That guide this policy:**

Objective 1, Priority 1

Objective 2, Priority 3

#### **Review**

Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Governance committee
<b>Date:</b>	27-4-25
<b>Review Date:</b>	Feb 2026
<b>Consultation Undertaken:</b>	With manager, kaiako and MC, August 2024



## Equity & Inclusion

### Tamariki -

The children will experience an environment in which there are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity, or background. Each child's contribution will be valued and opportunities to learn with and alongside others will be encouraged. The centre will at all times strive to be inclusive and value all children as unique and individual.

### Responsibilities

1. The centre philosophy and learning framework capture cultural individuality
2. Children and families experience a learning environment that respect and affirm their values, customs and culture, gender or religious background.
3. Resources, equipment, decoration, and physical environment will reflect ethnic and gender diversity .
4. Teachers and staff are aware of the varying needs of families and children and will view each child as competent observing children in order to plan for their differing abilities and valuing diversity.
5. Each child will be given the opportunity to develop their ability to an optimum level. Equity and inclusion should show that all children require individualised and different resources and different teaching strategies to promote their participation and development.
6. Wherever possible children's **allergies** to food are catered for so that all children feel included at the centre.
7. Children are accepted at the centre, regardless of their **immunisation** status. However, in the event of a case of a vaccine preventable disease, non-vaccinated children (including babies under one) may be excluded from the centre during this time. This decision could be made by the centre or by the Medical Officer of Health, Regional Public Health or Ministry of Health.

### Kaiako-

Kids Reserve is committed to ensuring a safe, inclusive, and non-discriminatory environment for all kaiako. In alignment with New Zealand's **Human Rights Act 1993**, we strive to eliminate discrimination based on race, sex, disability, age, religion and other protected attributes. And to uphold the dignity of every individual.

- We commit to fostering an environment where every teacher has the same opportunities to thrive, free from bias or prejudice.



- We aim to create a culture of inclusion, where everyone's uniqueness is respected and celebrated.
- We honour the rights of Māori, recognizing the importance of Te Tiriti o Waitangi and striving for equity in our practices."

- **Alignment with our philosophy and other policies**

- *This policy is aligned with our Centre philosophy and our other Centre policies*

- **Relevant Background (including Legislation/Regulation references)**

Contribution, Te Whāriki Goal 1.  
Human Rights Act 1993

Regulations That Guide This Policy:  
Reg. 47 ECE 2008

Licensing Criteria That Guide This Policy:  
GMA7

NELP Priorities That Guide This Policy:  
Objective 1, Priority 1 and 2  
Objective 2, Priority 3 and 4  
Objective 3, Priority 5 and 6

- **Review**

- Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Tumuaki Sarah Knipping
<b>Date:</b>	27-4-25
<b>Review Date:</b>	March 2026
<b>Consultation Undertaken:</b>	KR Kaiako and MC



## Excursion Policy

### Reason for our policy

At Kids' Reserve we recognise the importance of providing a variety of experiences. Excursions stimulate an understanding and awareness of our community and the world we live in. It is essential that these excursions are planned for and carried out in a manner that promotes safety for all tamariki, kaiako and adults involved.

Excursions are a core component of the Kids' Reserve curriculum valuing the learning that occurs when children have opportunities to explore their wider community.

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

Low child to adult ratios, clear excursion guidelines/boundaries and set excursion rules, which are explained to the children, gives confidence to parents/whānau and teachers that children are safe and supervised whilst on general excursions.

### What is an excursion?

An excursion<sup>2</sup> means a child or children are outside the licensed premises of Kids' Reserve whilst in its care.

- A **regular excursion** is one that is part of the ongoing programme, and for which parents have agreed at the time of enrolment for their child to be taken on.
- A **special excursion** is any other excursion, and for which parents have agreed for their child to be taken on prior to it taking place.

### Responsibilities

The centre will:

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<sup>2</sup> An excursion does not include leaving the premises for the purposes of emergency drills or to get urgent medical attention.

- comply with the Ministry of Education Early Childhood Regulation HS17

*When children leave the premises on an excursion: assessment and management of risk is undertaken, and adult:child ratios are determined accordingly. Ratios are not less than the required adult:child ratio; the first aid requirements in criterion HS25 are met in relation to those children and any children remaining at the premises; parents/caregivers have given prior written approval to their child's participation and of the proposed ratio for regular excursions at the time of enrolment; and special excursions prior to the excursion taking place; and there are communication systems in place so that people know where the children are, and adults can communicate with others as necessary. When children leave the premises on a regular, or special excursion, the excursion must be approved by the Person Responsible.*

- Undertake a risk assessment and management system, documented on RAMS form
- Develop a written supervision plan specific to the excursion and make sure the plan is followed.
- Under normal conditions, abide by the adult: child ratio of **1:2** or **1:3** (when children remain restrained in prams or back packs) for Bellbird/Korimako, **1:4** for the Penguin Room, who may at times use Wrist Buddies) and **1:6** for Tui children to ensure the safety of the children on excursions
- If the risk assessment identifies other conditions where children could be at risk (e.g. near water, swimming, where there will be large groups of people), consideration will be given to higher adult:child ratios.
- Maintain adult:child ratios to at least Ministry minimum requirements for any children remaining at the centre while an excursion is taking place.
- Meet First aid requirements for both children going on an excursion and for those remaining at the centre:
  - One adult for every 25 children (or part thereof) will hold at least a current first aid qualification gained from an NZQA accredited first aid training provider.
  - An injured child is administered first aid or supervised by this adult.
- Seek parental/whānau permission for their child to participate in *regular* excursions at the time of enrolment. Details of regular excursions, their adult:child ratios, and their associated risk assessment and management plans are attached to this policy.
- Seek parental/whānau permission for their child to participate in *special* excursions prior to the excursion taking place. Details of the special excursion, the adult:child ratios, any transportation by motor vehicle, and associated risk assessment and management plan will be provided to parents/whānau at the time permission is sought. (Where a motor vehicle is involved, children will be restrained as required by Land Transport legislation.)

- Ensure adults taking children on excursions either carry mobile phones and remain in cell phone coverage and/or have access to a landline phone nearby. This is to ensure there is a communication system in place to inform people where the children are, and the adults can communicate with others as necessary.
- The excursion must be approved by the centre's 'Person Responsible' (ECE or primary qualified with a current practising certificate) prior to children leaving the premises, whether on a regular or special excursion.
- All excursions require the presence of at least one 'Person Responsible' (and another Person Responsible must remain present with any children remaining at the Centre).
- At no time will any one person take children out of the building by themselves without another Teacher or adult helper nor will any person and child separate from the group.
- The organiser of the excursion will ensure all children are dressed appropriately and provisions for their care are provided. Excursion packs containing necessary equipment (i.e. first aid kit, spare clothing, water etc) are taken on all excursions.

#### Parents/whānau:

- Will support their child to partake in excursions where possible and give the necessary permissions.
- May be invited to assist with some excursions. Before adults and children leave the centre the organiser of the excursion will give guidelines to staff, parents/whānau and children about such things as individual requirements for children, timeframes, staying with the group and behaviour management. Each child will be allocated to an adult for supervision and care throughout the excursion, under the guidance of the Person Responsible.

## Documentation

A record of each excursion will be maintained, and include the following:

- Names of adults and children involved.
- Time and date.
- Location and method of travel.
- Assessment and management of risk.
- Adult-child ratios (this is a requirement only for centres).
- Evidence of parental permission and approval.
- The signature of the Person Responsible giving approval for the excursion to take place.

## Licensing Criteria for Early Childhood Education & Care Services 2008

### Curriculum: Children as Learners

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

### Health and Safety: Hazards and Excursions

HS17: When children leave the premises on an excursion: assessment and management of risk is undertaken, and adult:child ratios are determined accordingly. Ratios are not less than the required adult:child ratio; the first aid requirements in criterion HS25 are met in relation to those children and any children remaining at the premises; parents/caregivers have given prior written approval to their child's participation and of the proposed ratio for regular excursions at the time of enrolment; and special excursions prior to the excursion taking place; and there are communication systems in place so that people know where the children are, and adults can communicate with others as necessary. When children leave the premises on a regular, or special excursion, the excursion must be approved by the Person Responsible.

### Documentation Required:

A record of excursions that includes:

- the names of adults and children involved
- the time and date of the excursion
- the location and method of travel
- assessment and management of risk
- adult:child ratios
- evidence of parental permission and approval of adult:child ratios for regular excursions
- evidence of parental permission and approval of adult:child ratios for special excursions
- and the signature of the Person Responsible giving approval for the excursion to take place

HS18: If children travel in a motor vehicle while in the care of the service: each child is restrained as required by Land Transport legislation; required adult:child ratios are maintained; and the written permission of a parent of the child is obtained before the travel begins (unless the child is travelling with their parent).

Evidence of parental permission for any travel by motor vehicle. In most cases, this requirement will be met by the excursion records required for criterion HS17. However,

services that provide transport for children to and/or from the service must also gain written permission from a parent upon enrolment.

#### **Related Documents**

- Excursion Planning Checklist
- Excursion Risk Analysis and Management System (RAMS)
- Special Excursion Permission Form
- Record of Excursions

#### **Review**

Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Management Committee
<b>Date:</b>	May 2024
<b>Review Date:</b>	May 2025
<b>Consultation Undertaken:</b>	KR Staff, KR parent/whanau community

#### **Regular Excursions**

[https://d.docs.live.net/7b19f4ea7622283e/02.%20Administration/Centre%20Administration/Excursions/Katherine%20Mansfield%20Park%20Route%201%20\(with%20buggies\)%20Regular%20Excursion%20RAMs.docx](https://d.docs.live.net/7b19f4ea7622283e/02.%20Administration/Centre%20Administration/Excursions/Katherine%20Mansfield%20Park%20Route%201%20(with%20buggies)%20Regular%20Excursion%20RAMs.docx)

[https://d.docs.live.net/7b19f4ea7622283e/02.%20Administration/Centre%20Administration/Excursions/Katherine%20Mansfield%20Park%20Route%202%20\(without%20buggies\)%20Regular%20Excursion%20RAMs.docx](https://d.docs.live.net/7b19f4ea7622283e/02.%20Administration/Centre%20Administration/Excursions/Katherine%20Mansfield%20Park%20Route%202%20(without%20buggies)%20Regular%20Excursion%20RAMs.docx)

<https://d.docs.live.net/7b19f4ea7622283e/02.%20Administration/Centre%20Administration/Excursions/Parliament%20Grounds%20Regular%20Excursion%20RAMs.docx>



## Financial Management Risk and Security Fund

### Aim & Rationale

To ensure the continued financial viability of the centre.

### Responsibilities

The Management Committee must ensure that there is sufficient income for the continued viability of the centre (as per the Rules) and have sufficient oversight of and controls over expenditure.

### Policy Details

#### Financial management policies

##### Maintenance of high-quality care

The Management Committee, together with the Management Team, will ensure that the centre remains financially viable whilst maintaining *high quality care and education for children* with respect to the following key areas:

- Child:teacher ratios are maintained (and are better than the regulated MOE ratios)
- Percentage of trained (qualified and registered) teachers employed at any one time remains over 80%
- Smaller group sizes (i.e., the number of children in each room) are supported

Maintaining the above 3 areas may cause financial constraints to the centre and would only be altered or changed with agreement by the Management Committee. (*Refer to Governance of Management Committee*).

#### Annual budget and cash flow

The Management Committee must approve an annual budget, prepared by the Treasurer following discussion with the Centre Manager/Tumuaki, prior to the start of the financial year. This budget will be based on financial information from the previous year and expected child numbers.

The annual budget should be broken down by month, to ensure sufficient cash flow for the centre's operation. Maintaining sufficient cash flow is important because the centre receives its funding from the MOE on a four-monthly basis, meaning that there are significant peaks and troughs in the cash balance.

The Management Committee will ensure that wherever significant capital expenditure is planned, such expenditure is appropriate given the centre's financial position at that time.

## Monthly reporting

On a monthly basis, the Centre Manager/Tumuaki will provide the Treasurer with details of income and expenditure, child numbers (by age bracket), the closing bank balance, and evidence of the bank balance (e.g. bank statement).

The Treasurer will prepare a monthly summary of the centre's finances, to be discussed at the Management Committee's regular meeting. This summary should compare the cash balance to expectations, to enable the Management Committee to identify any areas of concern.

## Taxation

PAYE and bi-monthly GST returns are to be completed and paid as soon as is practical before any penalties occur. An annual tax return (IR9) should also be completed once the financial statements have been approved.

## Insurance

The centre must always have a comprehensive insurance policy with a reputable insurance provider. The coverage and cost of this insurance should be reviewed by the Management Committee on a regular basis to ensure the best value has been obtained.

Any claims should be made as soon as possible, and where relevant the Management Committee should ensure that photographic evidence is provided/kept.

## Financial risk assessment

The Management Committee should review the centre's financial risk assessment on an annual basis. This review should consider:

- Whether there are any additional risks that should be considered; and
- Whether the mitigating actions are appropriate.

**SECURITY FUND – ETHOS – NOT NEGOTIABLE**



Any spare cash funds will be used towards potentially purchasing a property, so the asset is protected  
**(Security fund)** (refer Rules of KR)

- **Alignment with our philosophy and other policies**
- *This policy is aligned with our Centre philosophy and our other Centre policies.*

- **Relevant Background (including Legislation/Regulation references)**

- **Review**

- Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Management team and Tumuaki
<b>Date:</b>	15 July 2024
<b>Review Date:</b>	July 2025
<b>Consultation Undertaken:</b>	With Kaiako and MC in April 2023



## Nutrition and Food

Kids Reserve is to provide nutritional meals for all age groups in accordance with children's daily requirements. Summer and winter menus will be planned and will follow the 3 step Food Pyramid and the National Nutritional Guidelines for children.

### Responsibilities:

- The centre chef is responsible for the overall preparation, cooking, hygiene and record keeping of the kitchen. There will always be at least one other staff member who is trained in case the centre chef is away.
- Children's allergies and dietary needs will be catered for. For children with severe food allergies/food reactions, discussion with the Tumuaki-Manager, Cook and Teachers together with the parents/whānau will take place regularly to ensure all requirements for the child are being met. A list of children's food allergies/food reactions (along with a photo) will be updated and kept in the kitchen and in each room.
- The centre chef has up to date **summer and winter menus** which are rotated each week. Menus are dated on the reverse so an accurate record is maintained of all food cooked. Menus will be displayed in the front door foyer and any changes to the menus are noted. A record of the menus is kept at the centre for **12 months**.
- The Menu is sourced, and ingredients used that comply with the Heart Foundation recommendation which is **less fat, salt & sugar**. Good quality vegetables, fresh fruit, lean cuts of meat and fish are offered regularly.
- Meals should be served as soon as possible after being cooked to prevent contamination.
- The centre Chef will complete an accredited basic food hygiene course as part of their induction if they do not already hold this. This will be updated every two years and will be paid for by centre management.
- The centre chef will ensure that these standards are adhered to when Teachers and children also use the kitchen. During these times the Teacher should have total control of the child/ren in the kitchen observing safe practice at all times. When these opportunities are offered, the Teacher should record this special time by photos and in the child's profile book showing the learning outcomes.
- Teachers will be encouraged to participate in Professional Development regarding nutrition in the early childhood environment. **(See policy on Professional Development)**.

As food allergies toward nuts are relatively common amongst children; Kids Reserve is designated a **“NUT FREE”** centre. As such, no food containing nuts is to be brought into the centre. All parents complete an **“Allergy Form”** upon commencement at the centre, which informs the Teachers and Cook whether a child has food allergies or not. Wherever possible children’s allergies are catered for so that all children feel included. Parent/whānau are encouraged to talk with the Teachers or Cook about these and any other allergies. Parent/whānau must provide ingredients for any baking brought into the centre, especially children’s birthday cakes (see note\* below.) The centre uses **egg replacement** in the case of children with **egg** allergies, (to avoid contamination for those with suffer from allergic reaction) or other products that provide the same nutritional balance.

#### **Nutrition & Healthy Eating:**

- Birthday parties\* are a great celebration and the centre offers a selection of fruit at celebrations followed by a small slice of birthday cake (supplied by the parents/whānau). Parent/whānau MUST provide an ingredient list of cakes brought into the centre or the centre will provide a suitable cake recipe that is allergy free. We also encourage families to bring in a watermelon and Pineapple cake as this is preferred.
- Potable water is available for children throughout the day and children are encouraged to drink plenty of fluids.
- All food will be prepared in line with Ministry of Health Guidelines and Healthy Eating including any listen choking hazardous foods. These hazardous foods need to be finely grated or cooked until soft for children under 3 years of age.
- Children are always encouraged to wash their hands before and after handling food.
- Children will be encouraged to ‘try’ food offered and if a child consistently refuses a particular food, there should be discussion with the parents/whānau family, as to alternative healthy choices.
- On multicultural days at the centre, diverse foods may be offered to the children making them aware of other food options. The recipes may be modified for nutritional value
- Teachers will ensure that weekly nutritional discussion and experiences occur for children. This can be in the form of informal discussion around food or more formal planning (making lunch, baking, healthy options, gardening etc)
- The centre chef is encouraged to attend any nutritional education courses that relate to early childhood and where appropriate parents/whānau will be encouraged to attend to give them a greater understanding of their child’s nutrition.
- Resources linked to supporting children, families and teacher’s nutrition education can be funded through the equipment budget. A clear rationale of the learning involved and benefits for the children should be discussed and documented.
- A copy of *“Food & Nutrition Guidelines for Healthy Infants & Toddlers (age 0-2 yrs)”* (supplied by the Ministry of Health) is available in the front door area of the centre for parents to borrow and read.
- Parent/whānau are asked to inform the Cook and/or the Teacher when new foods are

introduced to infants under 1 year of age. This is in case of any food intolerance that may be observed in the home environment before being introduced in the centre.

- All food will be served in a hygienic manner. Tongs will be used when serving food. Teachers will supervise all children at meal times in regard to hazard of **choking (Criteria HS22)**. As young children have an increased risk of choking, there are certain foods that the centre does not give to the Bellbird/Korimako rooms: (upon information from the MOH in December 2020.) These are: seeds, crisps, hard crackers, dried fruit, popcorn, marshmallows, pieces of raw carrot (unless cooked or grated), apple (unless cooked or grated) or celery; grapes, peas & tomatoes (unless they are cut in quarters or chopped smaller) Sausages and cheerios.
- Teachers respect the one on one special bonding moment that occurs when a child is drinking from a bottle. Children under the age of 6 months and other children unable to drink independently are held semi-upright when being fed. Any infant milk/food given to a child under the age of 12 months is of a type approved by the child's parent. **(Criteria HS23)**.
- Once a week, the Tui children make their own sandwiches with help from a Tui teacher. This gives the children an opportunity to construct their own sandwiches using the healthy food skills options that have been provided to them. Once children reach 4 years of age, this interest is further extended, when lunch boxes are used in the centre, so the older children can experience healthy, practical and exciting lunches.
- Teachers at the centre will **role model** healthy eating habits as this is seen as valuable learning. They will also chat to the older children about the various food options available and the nutritional food value, thereby keeping the children aware of healthy food options.

#### **Formula Feeding:**

- Formula should be handled and stored hygienically.
- Bottles should be only made up at the time a child requires it. (Bottles should **NOT** be made in advance.)
- All bottles need to be clearly labelled with child's name.
- Use cooled boiled water for infant bottles.
- Formula should be warmed gradually until it is warm to the touch.
- Cow's milk is not given as a drink to infants under the age of one year unless suggested by the parent as this may cause allergies.
- Teachers must discard made-up formula that is not used after two hours at room temperature.
- When children are bottle fed parents bring in pre-measured bottles with formula to ensure children receive the exact measurements.

#### **Breastfeeding:**

- Parents are encouraged to breastfeed their child in the centre in the room or the sleep room (only available when no children are sleeping) where it is quieter. The teaching team will be flexible in their approach to the parent's work commitments and work with them to support this.
- Expressed breast milk should not be thawed or heated using a microwave oven because microwaving destroys some of the milk's immunological components. The milk should feel comfortably warm to the touch before being given to the infant.
- Breastfed is important for infants' growth, development and health and Teachers should

encourage and support parents with this where possible.

- The Guideline for storing expressed breast milk is:  
At room temperature (<26°C) 4 hours ;  
Refrigerated 48 hours (stored in back of fridge;  
Freezer box in fridge 2 weeks  
Stand up Freezer 3 months

**The fridges should remain between 2° - 4° at all times to ensure food is safely stored and water**

- **Alignment with our philosophy and other policies**

- *This policy is aligned with our Centre philosophy and our other Centre policies*

- **Relevant Background (including Legislation/Regulation references)**

- HS 1, HS2 HS19, hs20, hs21, hs22. Hs23

- **NELP Priorities That guide this policy**

Objective 1, Priority 1

Objective 2, priority 3 and 4

- **Additional documents that Guide this policy**

Ministry of Health guidelines for healthy infants, toddlers and children

Ministry of Primary Industries National Programme 2 Guidelines

Ministry of Health 2020 Reducing food related choking in babies and young children in early learning services.

- **Review**

- Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Tumuaki Sarah Knipping
<b>Date:</b>	29-2-25
<b>Review Date:</b>	Feb 2026
<b>Consultation Undertaken:</b>	KR Kaiako and MC

# Food Register for tamariki under 1

## Foods introduced or approved by whānau

Criteria HS23

- Infant food given to a child under the age of 12 months is of a type approved by a child’s parents/guardians
- Kaiako will regularly review this document with whānau and ensure information is passed to the centre cook

Child’s full name	
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## Foods introduced or approved by whānau

Date	Foods introduced or approved by whānau:	Kaiako Signature	Parent's Signature	Comments	


Checked & correct	Date:	Team Leader signature:
Checked & correct	Date:	Centre Manager signature:

<b>Authorised:</b>	Kaiako and Management team
<b>Date:</b>	August 2024
<b>Review Date:</b>	Aug 2025
<b>Consultation Undertaken:</b>	KR staff





## Funeral, Tangi, Memorial Service Closure

### Aim & Rationale

To ensure kaiako and kaimahi are supported emotionally during times of grief and mourning.

He taonga rongonui te aroha ki te tāngata. Goodwill towards others is a precious treasure.

He aha te mea nui o te ao? He tangata! He tangata! He tangata! What is the most important thing in the world? It is people! It is people! It is people!

Waiho i te toipoto, kaua i te toiroa. Let us keep close together, not wide apart

He waka eke noa. A canoe of which we are all in with no exception.

### Responsibilities

Kids Reserve is committed to the emotional, spiritual, and physical wellbeing of our kaiako and kaimahi.

### Policy Details

In the event of the passing of a team member who was employed by Kids Reserve at the time of death, Kids Reserve will close for one full day to allow all Kaiako and kaimahi to grieve. This day can be used to attend the funeral, tangi, or memorial service, or spent in any manner of the staff member's choosing. This applies only if the service is on a normal working weekday (Mon-Fri); if the service falls on a weekend or non-work day then this policy does not apply.

This is to honour the mana and memory of Kaiako or kaimahi who have passed and to support their whānau and community.

Additionally, this is to support kaiako and kaimahi in their grief process, to enable kaiako and kaimahi to be together in times of mourning if they choose to do so, to allow for kotahitanga and togetherness between the team, to support kaiako and kaimahi with both time and space to process death together as a team and have emotional space to process emotions linked to this, and to ensure all kaiako and kaimahi have equitable opportunity to process death and grief.

Kaiako or kaimahi who were rostered for the day will be paid, as per Public Holiday guidelines.

Normal fees will be payable for each child usually enrolled on the day of closure. If a child had been booked in for a casual day on the day of closure, the casual day fee will not be payable.

- **Alignment with our philosophy and other policies**
- *This policy is aligned with our Centre philosophy and our other Centre policies including our Parental Involvement and Communication Policy and health and safety policies.*
- *Fees policy*
- *Bereavement leave clause in employment contracts.*

- **Relevant Background (including Legislation/Regulation references)**

- **Review**

- Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Tumuaki
<b>Date:</b>	May 2024
<b>Review Date:</b>	May 2025
<b>Consultation Undertaken:</b>	With Kaiako and kaimahi, and with MC in May 2023



## Illness, Allergies & Accidents / Incidents Policy

**Reference:** Licensing Criteria for Early Childhood Education & Care Services 2008 Regulations 45, 46, Licensing Criteria for Early Childhood Education & Care Services 2008: HS26, HS27, HS30 & HS34

### Principle:

The health and well-being of our children, families and centre whānau is essential. We aim to provide children with an environment where:

- Their health is promoted.
- Their emotional well-being is nurtured.
- They are kept safe from harm.

The objective of this policy is to work together to make sure that our practices and decisions regarding illness, allergies and accidents/incidents are reasonable and fair.

### ILLNESS:

Children at times may be affected by illness, and may therefore be unable to attend the centre. Time away from the centre will allow children to recover and will also protect the health of the other children, families and teachers.

We do understand that this often places parents/whānau under extra pressure. We are guided in our decisions regarding illness by:

- Licensing Criteria for Early Childhood Education and Care Centres 2008 Regulations which require us to take appropriate action when a child is unwell (Health and safety: Child health and wellbeing HS24 through to HS30)
- Recommendations from the Public Health Service - 04 570 9002.

Where there is illness at the centre, Kids' Reserve will notify Regional Public Health and Worksafe if required. We will also notify the Ministry of Education at the same time as required.

### Parent/Whānau Responsibilities:

- Provide the centre with up to date emergency contact numbers.

Discuss concerns about children's health with teachers at the centre.  
Let teachers know if you have given medicine to your child during the night or prior to arriving at the centre.  
Provide written authority for any medication required while the child is at the centre (refer Medication Policy)  
Children should be collected within one hour if unwell.  
Allow your child time to recover before returning to the centre.  
If you are worried about your child's health please seek advice from your family doctor before bringing your child to the centre.  
Provide details of immunisations that your child has had at the time of enrolment and at ages 15 months and 4 years. This is a legal requirement under the Health (Immunisation) Regulations 1995.  
It is important to know that children at risk of disease (unimmunised or never had the disease) will be required to stay away from the centre when there are cases of a vaccine preventable disease eg measles, mumps.  
In the event of whānau/parents/carers being unwell with an infectious illness (eg. Gastro symptoms (diarrhea, vomiting), covid, flu, or any other diagnosed contagious illness), we ask that adults do not enter the Centre. In the event of adults feeling under the weather, we ask that whānau wear PPE (masks are provided at the door) to protect tamariki and staff from the risk of infection.

#### **Teacher Responsibilities:**

Parents will be contacted if there are concerns about a child's health and may be asked to take the child home.  
First aid will be administered where required.  
Children who are unwell will rest in a well-ventilated and warm room away from other children until collected.  
Efforts will be made to ensure children are comfortable and emotionally supported.  
If we are concerned that a child may be unwell we will keep a record of the child's day detailing any changes in behaviour, symptoms, temperature recordings, food & drink consumption, and any authorised medication given.  
Provide authorised medication; document time, dosage, and time of administration.  
Medical help will be sought if a child becomes more ill.  
We may suggest that you consult your family doctor for diagnosis and treatment.  
We will obtain up to date health information and advice from the Public Health Service (04 570 9002).

\* Please note that Pamol/Paracetamol is not kept on these premises for general use. Refer Medication Policy.

#### **Resolution of conflict**

If there is disagreement regarding the need for a child to stay away from the centre due to illnesses, the Centre will be guided by the advice of the Public Health Service. It is important for parents/whānau to consult their family Doctor for diagnosis and treatment; however there will be occasions when the Centre will need to follow the advice of the Public Health

Service with regards to infection control. Parents are welcome to contact the Public Health Service for further clarification.

**General conditions indicating that a child should not attend the centre:**

The illness prevents the child from participating comfortably in programme activities.  
The illness results in a greater care need than the centre can reasonably provide without compromising the health and safety of the other children.  
The child has any of the following conditions: fever, persistent crying, difficulty breathing, or other signs of possible severe illness.

**Specific symptoms indicating that a child should not attend the centre:**

**Diarrhoea:** A general guideline is that no child should attend if they have diarrhoea. When diarrhoea is accompanied by any other symptoms such as fever, stomach pains, nausea, vomiting or headache, this indicates a gastrointestinal infection, and the child should stay away until they have been symptom free for at least 48 hours. Vomiting in the previous 24 hours, unless the vomiting was once only and was known to be caused by a non-communicable condition. Repeated vomiting suggests an infection, so the child should be taken to your family Doctor for a diagnosis. If the vomiting has been caused by an infection, or the cause is not known, the child needs to stay away until at least 48 hours after the last symptoms. A child who vomits at the Centre should be collected by their parents and taken home.  
**Mouth sores** associated with an inability of the child to control his or her saliva unless the child's family Doctor, Regional Public Health or the Medical Officer of Health advises that the child is non-infectious.  
**Rash** with fever or behaviour change, until your family Doctor has determined that the illness is not a communicable disease.  
**Respiratory Infections:** A child should not attend if they have uncontrolled coughing or sneezing as the result of an infection. This does not include seasonal hay fever. A runny nose related to a respiratory infection that the child has difficulty controlling the spread of nasal secretions and/or has a negative social impact upon the child (Refer to Regional Public Health Green Nose Fact Sheet).  
**Skin Infections:** A child should not attend if they have open wounds/sores that cannot be covered either with clothing or bandages to prevent the child from scratching. A child may return providing they have been treated with the appropriate antibiotics, antifungal or anti viral cream for at least 24 hours.  
**Conjunctivitis:** A child should not return until there is no discharge present.  
Any child requiring antibiotics should remain at home for the first 24 hours.

**Procedure for sending children home due to illness**

Teachers will record on the Illness Register when illness occurs either at home or in the centre, so that an accurate record is kept.

Teachers will inform parents/whānau if a child needs to be collected at the centre for the following reasons:

child is unsettled, not participating

has a temperature over 38 degrees  
persistent crying  
difficulty breathing  
diarrhoea  
vomiting  
has unexplained rash or spots  
has open wounds/sores that cannot be covered either with clothing or bandages  
has conjunctivitis  
is teething and distressed  
OR any other health issue causing concern

Parents will be asked to collect their child within one hour, with an emphasis on sooner if the child has a fever.

If a child is sent home, an **Illness report form** is completed.

When a child is ill and waiting to be collected by their parents or caregivers they will be supervised and their wellbeing will be monitored by a teacher in a space:  
away from where food is stored, prepared or eaten, and  
where they can be temporarily kept at a safe distance from other children, and  
where they can lie down comfortably.

The book corner is the preferred option where possible. Alternatively (eg when maintaining ratios requires the teacher supervising the ill child to also be on the floor), a space in the Korimako room (under 2's) or Penguin room (over 2's) away from other children will be used.

#### Diarrhoea:

If a child has one incident of diarrhoea, and there are no other symptoms the child will be monitored  
If there is another symptom eg temp, stomach pain this would indicate a gastro infection the child would need to go home and be absent for 48 hours.  
If there is a second incident of diarrhoea, the child will need to go home, and they would be required to absent from the centre for 48 hrs from the last episode

#### Vomiting:

If a child has one incident of vomiting, and there are no other symptoms the child will need to go home, and they would be required to be absent from the centre for 24 hrs if there are no other cases in the centre.  
Repeated incidents of vomiting suggest an infection and the child would need to go home. The child needs to stay away until at least 48 hours after the last symptoms.

**Temperatures:** If a child has a temperature (**over 38 degrees**) this suggests that they are unwell indicating a possible underlying illness eg ear infection or possible risk of febrile convulsion. The child would be sent home and it would be suggested that parents take children to a GP to be checked out.

**Rash:** A child with an unexplained rash will be sent home and it would be suggested to parents to have it checked by a GP. The child can return to the centre once given the all-clear from the GP, or otherwise when symptoms are no longer present.

**If 3 or more cases in one area (ie. under 2s room) occur with similar symptoms in 48 hours, or 15% of the whole centre are unwell Regional Public Health may need to be notified.**

The Ministry of Education will be notified at the same time. The Public Health Service will work with the centre and advise when these children can return to the centre. During this time, parents/whānau will need to have an alternative arrangement for the child.

For other infectious conditions and specific diagnoses (eg conjunctivitis, hand foot and mouth, chicken pox etc) refer to the 'Infectious Diseases' information list for guidance and exclusion periods (attached as an Appendix).

***After returning from an illness, children MUST be well enough to PARTICIPATE in the daily programme otherwise it is recommended that they are kept at home.***

## WASHING HANDS:

Teachers will encourage children to wash and dry their hands for **20 seconds**, using **liquid soap, warm water and paper towels**:

- before eating
- before, during, and after handling or preparing food
- after playing outside
- after going to the toilet
- after nappy changes
- after using tissues to blow noses

### Teachers will wash their hands:

- after touching something that could be contaminated (such as a rubbish bin, cleaning cloth, drain, or soil)
- before dressing a wound or giving medicine
- after contact with blood or body fluids (like vomit, nasal secretions, or saliva)
- after changing a nappy or supporting toileting

See also the 'Washing Sick and Soiled Children' Policy.

## ALLERGIES:

If children have any allergies or dietary requirements, parent/whānau complete an Allergy form when they commence at the centre and this is updated when the condition changes.

If a child has a chronic allergy or dietary requirement that requires professional training, staff will seek professional help to cater and support the child and parent/whānau. If medication is needed to be given in the event of a reaction, this should be detailed in a health plan, and appropriately recorded if given (refer Medication Policy).

**An Allergy List is kept in the office, kitchen and individual rooms so all Teachers are aware of any allergy with a child.**

Food for children with allergies is kept in separate containers in the pantry and the Cook prepares the food in accordance with the child's allergy, labelled with the child's name, so there is no confusion with the food offered and eaten.

Where food is provided by parents, the service promotes best practices as set out in *Ministry of Health: Reducing food-related choking for babies and young children at early learning services*. The Parent Information Handbook provided to parents at enrolment includes reference to the MoH guidance on this matter.

The centre is nut free. (Refer to Nutrition Policy.)

## INCIDENTS/ACCIDENTS:

***All permanent Teachers will have up to date First Aid Certificates***

In the event of an incident/accident at the centre:  
the person harmed will be provided first aid  
for more serious injury or incident, Emergency Services will be called  
where it is a child that is harmed, parents will also be contacted.

Where any incident considered to be '**serious injury or illness**' occurs in terms of the Health & Safety at Work Act 2015 (eg requiring immediate treatment other than first aid for the likes of a serious head, eye or spinal injury, a serious burn, degloving or scalping, loss of a bodily function, serious lacerations, or would usually require and immediate hospitalisation) then Worksafe NZ and the Ministry of Education will also be called or emailed as soon as possible.

If instructed by WorkSafe, the Centre Manager will then complete and send Worksafe notification form within 7 days, and provide a copy to MoE.

All incidents will be documented in the **Incident Form** (detailing the incident, and other relevant information.) This form is signed by the attending Teacher, Centre Manager and



then later, the parent/whānau and a copy can be given to the parent/whānau for their records.

All Incidents are audited bi-monthly to analyse and review with a view to reduce the risk or frequency of incidents.

The centre actively works to ensure the health and safety of all children, families' whānau/staff or visitors to the centre. To ensure compliance with the relevant legislation and to meet our commitment to ensuring safety Monthly Health and Safety Checks are conducted on the premises and equipment and any breaches of safety are repaired immediately or removed.

#### **Review**

Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Management Committee
<b>Last Update Date:</b>	September 2024
<b>Review Date:</b>	July 2025
<b>Consultation Undertaken:</b>	KR staff

## information &amp; exclusion list

For further information contact:	
<a href="mailto:Steve.Parker@hpa.gov.uk">Steve.Parker@hpa.gov.uk</a> <a href="mailto:Steve.Parker@hpa.gov.uk">Steve.Parker@hpa.gov.uk</a>	<a href="mailto:Paul.Parker@hpa.gov.uk">Paul.Parker@hpa.gov.uk</a> <a href="mailto:Paul.Parker@hpa.gov.uk">Paul.Parker@hpa.gov.uk</a>

 Vaccine-preventable illness on National Immunization Schedule  
 Notifiable disease (Disease reporting) (the Public Health Service)  
 Pregnant women should take certain  
 Newborn: newborn's parents or GP



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Journal of Internal Medicine 247: 395–401

### Information & exclusion list

For further information contact:	
<p>Mr Pauline Heath, Nurse</p>	<p>Mr Pauline Heath, Sonoma</p>

- Vaccine-preventable diseases are National Immunization Schedule
- Notifiable diseases: Diseases notify the Public Health Service
- Disposed carcasses should be sent to the state health authority for disposal



Also found at [https://www.health.govt.nz/system/files/resource-files/HE1214 Infectious%20Diseases%20A2%20Poster.pdf](https://www.health.govt.nz/system/files/resource-files/HE1214%20Infectious%20Diseases%20A2%20Poster.pdf)



## Internal Evaluation & Self Review

**Reference:** Education (Early Childhood Services) Regulations 2008, Regulation 47  
Licensing Criteria for Early Childhood Education & Care Services 2008 GMA6

### RATIONALE

At Kids' Reserve, we aspire to continuously improve our curriculum, learning and teaching practices, philosophy, policies, and procedures through self-review. Internal Evaluation supports this with a deliberate process through which we engage in critical inquiry in order to evaluate the effectiveness of what we do, with the aim of improvement and increasing positive learning outcomes for tamariki.

Our ongoing approach to Internal Evaluation and Self Review ensures Kids' Reserve is both responsive to immediate issues and pro-active on strategic priorities in support of positive learning outcomes for tamariki, their parents/whānau as well as kaiako.

Licensing Criteria GMA 6 stipulates...

*...an ongoing process of self-review and internal evaluation helps the service maintain and improve the quality of its education and care.*

#### **Documentation required:**

- 1. A process for reviewing and evaluating the service's operation (for example, its curriculum, learning and teaching practices, philosophy, policies, and procedures) by the people involved in the service. The process is consistent with criterion GMA4/GMA3, and includes a schedule showing timelines for planned review and evaluation of different areas of operation.*
- 2. Recorded outcomes from the review and evaluation process. Outcomes show how the service has regard for the Statement of National Education and Learning Priorities (NELP) in its operation.*

## PROCEDURES

- Centre-wide Internal Evaluations of aspects of the Centre's operations aligned to the Strategic Plan are scheduled in the Annual Plan each year, showing timeframes for the planned review and evaluations.
- These Evaluations are led by the Management Team and undertaken with the involvement of Kaiako.
- The formal Internal Evaluation pathway is outlined in the Kids' Reserve resource on Internal Evaluation. The five steps in the pathway include:
  - Noticing
  - Investigating
  - Collaborative Sense making
  - Prioritising to take action
  - Monitoring & Evaluation Impact
- Each evaluation is accompanied by planning documentation that shows:
  - What the evaluation is about and its link to the National Education Learning Priorities
  - Who will lead the evaluation
  - Who will be consulted through the course of the evaluation
  - Timeframe for the evaluation
  - Quality indicators from ERO's Te Ara Poutama, and
- Recorded outcomes following the completion of an evaluation will also be documented – this should include:
  - changes that were made (or not made) to the service's policies, procedures and practices,
  - the rationale for these changes (or lack of change)
  - what impact these changes (if applicable) have had on tamariki and
  - how the service has regard for the statement of National Education and Learning Priorities (NELP) in its operation.
- This documentation is kept on file in the centre's evaluation folder.
- Internal Evaluation and Self-review is regular and ongoing and will include the following:
  - Team meetings are held regularly at each centre and provide a forum for discussion on evaluation focus.
  - Parent/whānau questionnaires are distributed annually. Feedback guides evaluation decisions.
  - The Centre Manager reports monthly to the Management Committee, including updating on progress on centre evaluations. Support and guidance is offered through collaborative discussion. Any decisions made will guide philosophies, planning and continued improvements.
  - Kaiako only days are held once annually. These give teams the opportunity to develop practices, policies, procedures and programmes.
  - Consultation occurs with relevant members of the community during reviews (typically teachers, other Kids' Reserve staff, parents & whānau, Management Committee and if appropriate, the children) to ensure all perspectives are

taken into account and all parties have ownership and a sense of empowerment in the review and the resulting practices. Input from external agencies and wider networks with relevant information will also be sought where relevant.

- Performance appraisal, professional growth cycles and kaiako certification ensures kaiako are reflecting on their own practices and performance as well as gaining feedback, advice and guidance from mentors.
- An annual review of the Kids' Reserve Strategic Plan guides the focus as to what is important for review, growth and development in annual management plans.

### Regular review of Policies & Procedures

- All centre policies and procedures are scheduled for review *at least* every 3 years, with some requiring more regular review.
- Planned policy/procedure reviews are reflected on the Annual Plan
- Other policy/procedures for more immediate review will also be considered by the Centre Manager or Management Committee where:
  - any of the statutory requirements change,
  - if any part of policy becomes ineffective or problematic,
  - if any roles are amended, or
  - if there are suggestions for improvements.
- Policies should be reviewed in consultation with the Management Committee, parents/whānau and the Teaching team.

<b>Authorised:</b>	Management Committee And Tumukaki
<b>Date:</b>	15 July 2024
<b>Review Date:</b>	July 2025
<b>Consultation Undertaken:</b>	KR staff



## Governance Committee Role & Responsibilities

### Aim & Rationale

To support effective governance of the centre and community.

### Responsibilities

The Governance Committee governs the centre, provides strategic advice and direction, oversees all operations, manages, and monitors the performance of the management team, in accordance with the aim and objectives of the Kids Reserve Incorporated Society Rules.

### Policy Details

#### Role of the Governance Committee

**All whānau/parents/caregivers** are welcome to put their name forward for election to the Governance Committee at the **Annual General Meeting** held each year. (whānau/parents/caregivers may be asked to discuss their skills and attributes before the election ensuring a good mix of skill level is maintained).

As a Governance Committee member, you will have the opportunity:

- to influence the centre strategic direction;
- to assist with the centre's policy development and analysis of major initiatives (such as 20 Free Hours, refurbishment planning, etc);
- to support the centre's ongoing high performance, and to contribute to the leadership of the centre, by monitoring and assisting with the performance of centre management;
- to gain a deeper insight into child development and welfare; and
- to gain or develop governance experience.

The Governance Committee is comprised of between **3-8 parents** (of enrolled children) and from these elected parents, the Chair, Secretary and Treasurer (the officers) are elected at the Governance Committee's first meeting.

The Governance Committee works closely with the management team (Centre Manager and Administrator), who are its direct reports. The Centre Manager attend and provide regular reports at Committee meetings.

### Skills and attributes of Governance Committee Members:

To perform most effectively, the Governance Committee should comprise members with a range of technical backgrounds, including financial, legal, management, human resources, marketing, communications, policy etc. Detailed knowledge of early childhood education theory and practice is **not** necessary.

In addition, Governance Committee members should:

- be prepared to commit time and effort to the job;
- be able to think strategically, analytically, independently and critically;
- understand and be able to relate to stakeholders;
- be ethical, open, and trustworthy; and
- be able to work as a team player, to add value to dialogue, and to disagree without being disagreeable.

The incoming Governance Committee should desirably include parents from each of the three rooms (Bell-Birds/Korimakos, Penguins and Tui).

#### Governance Committee duties:

Provide overall direction for the centre and ensure good management, particularly through governance, mentoring, advice and guidance

1. Chair- Appoint and work effectively with and appraise the Centre Manager ensuring delegations are clear.
2. Treasurer- Ensure the centre's finances are managed prudently. Oversee, conserve and enhance centre resources. Assure the financial viability and sustainability of the centre. Approve annual operating and capital budgets.
3. Governance Committee- Approve and monitor the philosophy, principles and values of the centre. Develop, set and review the centre's policy direction, vision and strategic plan. Evaluate the running of the centre against its stated vision, philosophy and strategic plan.
4. Governance Committee- Approve major policy and programme initiatives. Oversee periodic review of centre policies.
5. Chair- Act as a good employer. Show commitment to co-operation, openness, accessibility and strong communication, between the Governance Committee, centre management, parents and staff
6. Chair- Ensure any risk is managed effectively.

Expectations of Governance Committee members:

Governance Committee members must always act ethically and with integrity when conducting centre business.

Members will be expected to:

- put first the needs of the children and of the centre as a whole
- avoid if possible any potential conflicts of interest
- be loyal to the centre and its vision

- respect the privilege of the Committee's role and not disclose to any other person's information that may be harmful to the centre
- maintain the **absolute confidentiality** of Committee business
- comply with all legal requirements relevant to the centre (including the Education Act, the Privacy Act, the Occupational Health and Safety in Employment Act, the Employment Relations Act, the Human Rights Act, etc.)
- recognise the rights and duties of centre management and staff
- recognise the lack of authority of individual committee members in interactions with management or staff (in general, act through or seek advice from the Chair)
- attend meetings regularly, or send apologies in advance
- be well-prepared for meetings, including reading the reports prior to the meeting, and participating actively and respectfully in discussion.

As a rule of thumb, members who are not officers are not generally required to spend more than **3-4 hours per month** on Committee business.

Specific duties of Officers:

There are **3 roles** within the Governance Committee with specific functions: ***Chair, Treasurer and Secretary.***

Chair:

The Chair leads the Governance Committee, ensures the integrity of the processes, and ensures that the decisions are carried into effect. The Chair's specific functions are as follows.

- Acting through the Governance Committee and centre management, to ensure that the Society's aims and objects are promoted.
- To be an ex-officer member of any subcommittees.
- To chair and facilitate Governance Committee meetings, the Annual General Meeting, and any Special General Meetings. Committee decisions are generally to be made by consensus. The Chair should therefore promote thorough and effective discussion and ensure that all points of view are heard.
- To ensure that Governance Committee meeting discussions are focused at the governance level.
- To establish and maintain effective working relationships with the Centre Manager and Administrator.
- To ensure the Centre Manager's goal setting and performance appraisals are completed annually.
- To act as spokesperson for the Governance Committee and for the centre where appropriate.
- To co ordinate the Governance Committee's consideration of complaints or disputes not satisfactorily resolved through the Disputes and Complaints Procedure.
- To set the agenda for Governance Committee meetings.



- To write a report for the Annual General Meeting.

The role of Chair is more time-consuming than other roles. Its demands vary, but you should expect to spend not less than **8 hours a month** on Governance Committee business, and at busy times (eg performance setting or appraisals, recruitment, salary reviews etc) the commitment may be greater.

When the role of Chair is shared, additional obligations exist as between the Chairs to keep each other informed and to consult with each other.

#### Treasurer:

The Treasurer oversees monitors and advises the Committee on the centre's financial position. The Treasurer also:

- Assists the Centre Manager on financial administration where necessary.
- Works with the Finance subcommittee and centre management to develop the annual operating budget and any capital budgeting, for approval by the Management Committee.
- Assists with the annual staff remuneration review by providing the Centre Manager and Administrator with information regarding the budgeted increase in total staff salaries and wages (as per the annual operating budget).

The role of Treasurer is sometimes time consuming but not ordinarily. Its demands vary but should expect to spend not less than **6 hours a month** on Governance Committee business, and at busy times (eg annual accounts finalisation, salary reviews etc) the commitment may be greater.

#### Secretary:

The Secretary:

- Records the minutes of the Governance Committee and General Meetings.

The role of Secretary in general requires around **6 hours per month**.

#### Sub Committees:

The Governance Committee may form sub-committees from time to time to progress various issues which can then be brought back to the full Governance Committee or to which delegation can be made e.g. financial, legal, management, human resources, marketing, communications, policy etc This approach is encouraged and the involvement of all members in one of the sub committees is welcomed to assist in a fair share of the activities that the Governance Committee undertakes.

- **Alignment with our philosophy and other policies**
- *This policy is aligned with our Centre philosophy and our other Centre policies.*

- **Relevant Background (including Legislation/Regulation references)**
- Attached is the Constitution that sits alongside this policy.
- **Review**
- Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	MC
<b>Date:</b>	8 October 2024
<b>Review Date:</b>	October 2025
<b>Consultation Undertaken:</b>	Kr Kaiako and MC



## Medication Policy

### **Reason for our policy**

- To ensure that children receive the appropriate medication as required for their health, wellbeing, and safety
- To ensure teachers receive, appropriate education and training to ensure they are equipped and comfortable to administer medication to children when necessary
- To ensure that teachers administer medication following best practice

### **Policy**

1. Medication (both prescription and non-prescription) will only be administered to a child in the following situation:
  - By doctor or ambulance personnel in an emergency; or
  - By the parent of the child; or
  - With the written authority (appropriate to the category of medication) of a parent
  - Medications are to be 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.
2. It is the responsibility of the parent to inform Kids' Reserve if medication is required to be administered to a child.
3. It is the responsibility of the Child's Key Teacher to ensure the correct forms are completed and permissions gained if medication is required to be administered to a child.
4. Centre Management will support teachers to have appropriate information and/or training on the administration of medication where necessary.
5. If an attending child has a condition where a difficult or complex medication or medical procedure is required to support the child's well-being, Centre Management will work with the family and teaching team to develop a health plan detailing the name of medicine, method and dose, times and/or specific symptoms at which medicine is to be administered, the names of teachers who have been provided with information and/or training to administer this medicine, and any other relevant information.

**Procedures:**

1. Teachers will ensure that at enrolment, induction and at regular intervals through the year that parents are made aware of requirements relating to the administration of medication.
2. The child's key teacher is required to ensure the correct forms for the different categories of medication (see Appendix 1) are completed and signed by the child's parent prior to medication being administered:
  - Category (i) Enrolment form
  - Category (ii) Daily Medication Authorisation
  - Category (iii) Medication Action Plan
  - Allergic Reaction/Serious Condition Plan for children with known allergies and serious medical conditions
3. All category (ii) and (iii) medication must be clearly labelled with the name of the child to whom the medication is to be administered.
4. All medication is to be stored safely and appropriately and be disposed of safely or sent home with the child's parent after the specified time.
5. In the case of category (iii) medications that may be administered on an "as required" basis (e.g., asthma inhalers, hydrocortisone cream or antihistamine medication etc), teachers will follow the instructions of parents. Only a teacher who is trained in administering the medication may do so. If there is no teacher with this training available, the parent/whānau/caregiver must be informed immediately.
6. The Child's Key Teacher is required to ensure teachers complete the 'Record of Medication Administered Form' immediately after they administer medication to a child.
7. The Centre Manager is required to ensure that parents have informed the centre if their child suffers from an allergic reaction.
8. An up-to-date list of children who have an allergy or serious medical condition must be displayed in each room and/or discreetly in the kitchen area to ensure all teachers and relievers are aware of allergies and serious medical conditions. Seriousness of allergy e.g., mild, or severe is to be identified.
9. The Child's Key Teacher must inform the Centre Manager if training is required for administering a specific medication to a child, to ensure this training can be arranged.
10. A record of training provided for specific medication administration is to be kept at the centre
11. Teachers will ensure that any personal teacher medication is stored safely and appropriately.

**Relevant Background (including Legislation/Regulation references)**

- Education (Early Childhood Centres) Regulations 2008
- Licensing Criteria for Early Childhood Centres 2008

### **Review**

Review annually or where there is a significant change in the policy topic.

<b>Approved:</b>	Management team
<b>Date:</b>	August 24
<b>Review Date:</b>	August 2025
<b>Consultation Undertaken:</b>	KR team and management

### **Appendix 1**

The Licensing Criteria for Early Childhood Education and Care Centres defines 3 categories of medicine.

**Category (i)** – a non-prescription preparation (such as arnica cream, antiseptic liquid, insect bite treatment spray etc.) that is not ingested and used for the first aid treatment of minor injuries and is provided by the service and kept in the First Aid Cabinet.

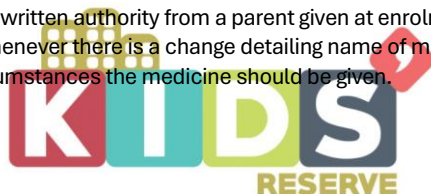
**Authority required to administer:** a written authority from a parent given when the child starts or at any other time and recorded on the child's enrolment form.

**Category (ii)** – a prescription (such as antibiotics, eye/ear drops) or non-prescription (such as paracetamol liquid, cough syrup etc.) medicine that is used for a specific period of time to treat a specific condition or symptom; and provided by a parent for the use of that child only or, in relation to Rongoa Māori (Māori plant medicines), that is prepared by other adults at the service.

**Authority required to administer:** a written authority from a parent given at the beginning of each day the medicine is given detailing name of medicine, dosage, and time/or specific circumstances/symptoms medication is to be given

**Category (iii)** – a prescription (such as asthma inhalers, epilepsy medication etc.) or non-prescription (such as antihistamine syrup, hydrocortisone cream etc.) medicine that is used for the ongoing treatment for a pre- diagnosed condition (such as asthma, epilepsy, allergic reaction, diabetes, eczema etc.) and provided by a parent for the use of that child only.

**Authority to administer:** a written authority from a parent given at enrolment as part of an individual health plan or whenever there is a change detailing name of medicine, method and dose, time, or specific circumstances the medicine should be given.



## Daily Medication Authorisation

### Administering Medication Authority – Category (ii) Medicine

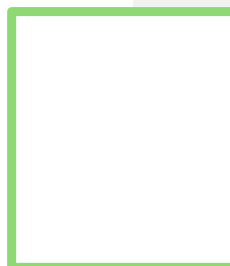
Criteria HS28

#### Category (ii) medicines

- A prescription (such as antibiotics, eye/ear drops etc)
- or non-prescription (such as paracetamol liquid, cough syrup etc) medicine that is:  
used for a specific period of time to treat a specific condition or symptom; and
- provided by a parent for the use of that child only or, in relation to Rongoa Māori (Māori plant medicines)  
, that is prepared by other adults at the service.

For the centre to administer medication we need you to complete the following details and sign as indicated.

Date	
Child's full name	
Name of medicine	
Method and dose	
Times medicine is to be administered and/or specific symptoms	
The following teachers have been provided with information and/or training to administer this medicine.	
Other relevant information	
Signed by parent or caregiver: Date:	



### Record of Medicines Administered – Category (ii) Medicine

Criteria HS28

For medication that is used for a specific period of time to treat a specific condition or symptom

Child's full name	
Name and amount of medicine:	

## Medication given

Date	Time of last dose given by parent	Time	Administered by	Witnessed by	Parent's Initial	Comments
Parent/Caregiver Signature:				Date:		

Checked & correct	Date:	Teacher signature:
Checked & correct	Date:	Centre Manager signature:



## Medication Action Plan

### Administering Medication Authority – Category (iii) Medicine

Criteria HS28

**Category (iii) medicines** and both prescription (such as asthma inhalers, epilepsy medication etc) and non-prescription (such as lanolin cream, antihistamine syrup medicines etc) that are:

- Used for ongoing treatment of a pre-diagnosed condition.
- Provided by a parent for the use of that child only and
- Stored safely at the service for the period of the child's enrolment, clearly labelled with the child's name.

This form is to be completed at the time of enrolment, and/or whenever there is a change. This must be reviewed and signed by a Parent every 3 months. For the centre to administer medication we need you to complete the following details and sign as indicated.

Date	
Child's full name	
Name of medicine	
Method and dose	
Times medicine is to be administered and/or specific symptoms	
The following teachers have been provided with information and/or training to administer this medicine.	
Other relevant information	
Signed by parent or caregiver	
Date	

Every 3 months signed and reviewed by parents:

Parent Signature:	Date reviewed:	Any changes:
Parent Signature:	Date reviewed:	Any changes:
Parent Signature:	Date Reviewed:	Any changes:



### Record of Medicines Administered – Category (iii) Medicine

Criteria HS28

For the treatment of a pre-diagnosed or ongoing condition when the same dose is administered on a regular basis.

Child's full name	
Name and amount of medicine:	

## Medication given

[illegible]

Checked & correct	Date:	Teacher signature:
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Checked & correct	Date:	Centre Manager signature:
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**Record of Medicines Administered – Category (iii) Medicine- additional pages**

Child's full name	
Name and amount of medicine:	

**Medication given**

Date	Time of last dose given by parent	Time	Administered by	Witnessed by
Parent/Caregiver Signature:				Date:

Checked & correct	Date:	Teacher signature:
Checked & correct	Date:	Centre Manager signature:



## MINISTRY OF EDUCATION - ECE FUNDING

### Reference Regulation Licensing criteria for centre-based ECE services – GMA3 Parent Involvement and Information

#### Purpose of this document

To inform parents in the KR community of how the Ministry of Education (MOE) funding works. Long holidays or absences from the centre can affect the level of funding received from MOE which can be an issue as a not-for-profit centre. Therefore, there may be an additional fee to the parents to cover this shortfall.

Kids' Reserve is licensed under the Education (Early Childhood Services) Regulations 2008 and therefore can access government funding via MOE.

As a Centre, approximately half of total revenue comes from MOE, with the other half coming from fees. MOE funding is therefore critical to ensure that the Centre can be a sustainable operation and that fees remain affordable to families.

The **ECE Funding Subsidy** is the primary form of government funding for licensed ECE services. This contributes to operating costs by paying for part of each hour each child spends in ECE, to a maximum of six hours per child-place per day, 30 hours per child-place per week.

**20 Hours ECE** is a higher rate of funding than the ECE Funding Subsidy for three-year-olds, four-year-olds and five-year-olds for up to a maximum of six hours per child per day and 20 hours per week. The 20 Hours ECE enables the Centre to lower its fees for three- and four-year-old children. There is a range of rules, calculations and reporting requirements that inform the total funding received from MOE (for much more detail you can review the ECE Funding Handbook on the MOE website).

A few of these rules are important to note to parents, as family holidays and other periods of absence from the centre can have a direct impact on the amount of MOE funding that the Centre receives, **even where fees continue to be paid.**

<p>The <b>Three-Week Rule</b> means that funding essentially ends where a child is absent for a period of more than three continuous weeks. Therefore, if you take your child on a holiday of four or five weeks, the Centre will stop receiving the MOE funding relating to your child from the start of that fourth week. And because your child is still enrolled, the Centre is not able to replace that space and funding with a new enrolment.</p>	<p>The <b>Frequent Absence Rule</b> ensures that enrolment agreements match attendance patterns as closely as possible, so that funding can be delivered fairly and accurately. A child's attendance must match their enrolment agreement for at least half (i.e. 50 per cent or more) of each calendar month.</p> <p>The Frequent Absence Rule is applied when a child is absent on the same enrolled day or days of the week for more than half of these days in a calendar</p>
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For this reason, the Centre may seek to recover the equivalent of the MOE funding beyond the Three Weeks to ensure that there is no impact on the Centre's overall funding.	month or when a child attends for fewer days per week than they are enrolled to attend, in more than half of the weeks in a calendar month.
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**Where periods of absence have an impact on the Centre's funding from MOE, you may be asked to contribute towards this shortfall, in addition to the standard fees that continue to be paid. The Centre appreciates your understanding of the need to ensure that ongoing revenue can be maintained to continue to provide a quality and reliable childcare service to all families.**

The additional payment that you may be asked to contribute would be based on the MOE funding currently paid to the centre:

<b>Authorised:</b>	Management Committee
<b>Date:</b>	February 2019
<b>Review Date:</b>	February 2019
<b>Consultation Undertaken:</b>	Centre leadership and staff



## Miscellaneous health & safety policies

(including sun safety, poisonous plants, pet care & immunization, centre exclusion and no smoking)

### Aim and Rationale

To ensure clear guidance to enhance safety practices and keep our community safe and well.

### Responsibilities

To ensure the physical safety of tamariki, whānau, kaiako and staff within the Kids Reserve environment. To ensure wellbeing of living creatures within the centre environment.

### Sun Safety:

- Sun protection will be used whenever the UV Index is at 3 or higher (this can be checked on the UVNZ App or on NIWAs website)
- Kaiako and staff will follow the slip, slop, slap and wrap guidelines when outdoors with tamariki; slip into shade, slop on sunscreen, slap on a hat, and wrap on sunglasses if provided and practicable
- Sun block (spf 30 or higher) is to be applied by staff every two hours from initial application
- When conditions are **extreme** (Anywhere from UV index 6-11+) staff may decide that children will remain inside during high risk burn times (11am-3pm (UV index) or limit time spent outside.
- Staff will role model sun safety, wearing sun block and hats.
- The centre will promote sun safety in the daily curriculum.

### Poisonous Substances:

#### Plants

The Management Team will ensure that no poisonous plants are in the centre and when new plants are purchased, they will be checked before being planted so all are aware they are safe for children.

#### Chemicals

All chemicals used for cleaning are safely stored where children cannot access them, and where possible they will be eco-friendly. Daily & bi-monthly health & safety checks will be carried out to ensure compliance.

### Centre Responsibilities:

- All rooms will conduct daily safety checks and a staff member will undertake a bi-monthly inspection of the premises to identify further hazardous products (poisonous plants, storage of products etc).
- Permanent staff will actively scan the environment on excursions for hazards.
- The **National Poisons Centre**'s phone details will be displayed near the First Aid Cabinet in the centre for use if required:  
Phone **0800 POISON ( 0800 764 766 )**

### Pets

Staff role model in a sensitive and caring manner the well-being of all living creatures while on excursions; or if any pets are kept at the centre.

- Wellbeing of pets will be at the foreground of decision making as to their inclusion in the centre of curriculum here at Kids Reserve; this includes ensuring they have daily access to kai and fresh water, adequate housing and shelter, and access to vet care and health support
- All centre pets will be kept in safe enclosures that allow animals freedom of movement and safety without endangering children or staff.
- Any pets kept at the centre will be included into the educational curriculum, to encourage their interest in living science.
- Tamariki will be encouraged to use hygienic practices when interacting with pets and ensure handwashing post handling of animals

### Immunisation Rationale:

- The centre will keep an up-to-date registrar of all Immunisations and will be updated on a regular basis.
- If a child develops a vaccine-preventable disease (except tetanus) then all other children who are not immune are at risk. In case of an outbreak of one of these diseases, Regional Public Health or Ministry of Health will be immediately advised, and the centre may request that a child stay at home to prevent the spread of infection.
- Children are accepted at the centre, regardless of their immunisation status. However, in the event of a case of a vaccine-preventable disease, non-vaccinated children (including babies under one) may be excluded from the centre during this time. This decision could be made by the centre or by Regional Public Health or the Ministry of Health.
- **Alignment with our philosophy and other policies**
- *This policy is aligned with our Centre philosophy and our other Centre policies*
- **Relevant Background (including Legislation/Regulation references)**

Sample SunSmart policy for early childhood services – Cancer Society

National Poisons Centre <https://poisons.co.nz/>

Nelp Priorities that guide this policy:

Objective 1, Priority 1  
Objective 2, Priority 3

- **Review**
- Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Tumuaki Sarah Knipping
<b>Date:</b>	27-4-25
<b>Review Date:</b>	April 2026
<b>Consultation Undertaken:</b>	KR Kaiako and MC





## Misc. Policies for Kaiako

Incl. Appraisals and Professional Growth Cycles, Long service leave, Professional development and teacher certification policy, Professionalism & performance management, Spaces for tamariki of kaiako, Remuneration Policy, social media

## Appraisals and Professional Growth Cycles

### References:

Education (Early Childhood Services) Regulations 2008, Regulation 47;  
Licensing Criteria for Early Childhood Education & Care Services 2008, GMA7  
Teaching Council: Our Code Our Standards

### PRINCIPLES

The objective of a performance appraisal system is about Teachers reflecting on their practice to enhance and challenge their teaching through continued learning and development.

### Policy Details

Kaiako will each receive their guided Professional Growth Cycle workbook. The PGC workbook is designed to support kaiako to be guided through their own independent PGC across the year.

The suggested timeline of mahi is:

- **February:** Kaiako-Mentor Hui
- **March:** Goal setting (connect to Our Standards, connect to learning outcomes, connect to Strategic Plan)
- **April:** Notice (what is happening for me and my ākonga, how do I know this? Where is my evidence? How does this link to the centre's philosophy? Mentor feedback).
- **May:** Recognise (who are my focus ākonga? What are my intentions and indicators of quality practice? What are the learning outcomes for ākonga that I will be promoting?)

Using our teaching standards, what is important for me to think about in relationship to improving my teaching during this PGC? What do I need to learn more about? What is my PGC focus question? What be my action steps? Mentor feedback)

- **June:** Kaiako-Kaiako hui
- **July:** Reflection
- **August:** Kaiako:Mentor Hui
- **September:** Formal Observation
- **October:** Log of mahi across the year
- **October:** Respond (act and document – my description of what happened and why, evaluate – using the teaching standards for reflection, what have been significant shifts or improvements in my teaching practice? How has this made an impact on ākonga and their learning? What is my next step? Mentor feedback).
- **November:** revisit (having completed my PGC, what are my big learnings? In what ways did my teaching change? Looking back at my intentions and indicators of quality, did I achieve what I set out? Looking back at the intended learning outcomes for ākonga, have ākonga achieved the learning outcomes I was promoting? Mentor feedback.)
- **November:** Annual Summary

Appraisal document to be signed off by the Management team and teacher. This will also include a decision on endorsing whether the teacher has met the standards, and this will be recorded in appraisal document. *Where the teacher is certified, the endorsement must be made by a certified staff member.*

## GOAL/INQUIRY SETTING

Teachers performance will be measured by goals/inquiry set at the beginning of the cycle alongside teaching practice and **‘Our code our standards’**. The Management team are responsible for creating goals/inquiry in discussions with the Teacher to ensure that performance expectations are established, and that individual goals/inquiry are measurable.

Sometimes a status check on assigned tasks/projects or a problem must be discussed. In these settings, it may be necessary to revisit teachers goals/inquiry and **‘Our code our standards’** identified to develop and make adjustments. For routine meetings like this, consider these best practices:

- Areas of strength and concern should be discussed and both parties identify how performance may be improved.
- Any misunderstandings or ambiguities around the **‘Our code our standards’** goals should be identified and clarified.
- Management team and Teachers discuss status of original goals/inquiry. Does the list need to be revised or re-prioritized? If so, are the reasons for the changes clearly communicated?
- If objects are to be deleted, has the effort of the employee to date been acknowledged and will this work be taken into consideration at the time of the review?
- Are there any obstacles identified by the Teacher or Management team that could impact performance? What solutions were discussed?

## OUR CODE OUR STANDARDS:

Code of professional responsibility and standards for the teaching profession. Every Teacher receives a copy of this or it can be accessed on line.

The Code sets out the high standards for ethical behaviour that are expected of every Teacher. The Standards describe the expectations of effective teaching practice. Together they set out what it is and what it means, to be a teacher in Aotearoa New Zealand.

The Standards are applicable for every Teacher who holds a Practising Certificate, regardless of role or teaching context. These standards are also part of the Job Description for all Teachers.

**Refer:** <https://teachingcouncil.nz/assets/Files/Code-and-Standards/Our-Code-Our-Standards-Nga-Tikanga-Matatika-Nga-Paereewa.pdf>

## FEEDBACK

Coaching and development should be a continuous, ongoing activity where the Management team provides Teachers with frequent constructive feedback. Feedback between Teachers and the Management team will occur continuously throughout the year and formal appraisal meetings will consolidate this continuous dialogue and provide opportunities for self reflection and review. All feedback will be held in confidence between the third party (Colleagues/Families) and the Management team. Third party names will not be released, but comments may be passed back regarding behaviours and performance.

## RESPONSIBILITIES

### Management team Responsibilities

- Communicate appraisal process and timeline to all Teachers.
- Provide constructive and specific feedback to employees in an appropriate timeframe (balancing positive and negative messages).
- Invite feedback from others so that Teachers receive comprehensive feedback
- Ensure a goal/inquiry template plan is in place for every employee

### Teacher Responsibilities

- Understand and have realistic goals/inquiry set.
- Understand the appraisal process and timeline.
- Teachers are to complete teacher reflections at least 2 times per year linked to goal/inquiry or teaching practice in general.
- Provide ongoing status updates to the Management team on progress in meeting goal/inquiry.
- Revise/add goals throughout the Appraisal cycle as required.
- Seek and be open to feedback - listen and be constructive in your response.
- Complete an honest self-assessment using the appraisal document at the end of the review period.
- Prepare ahead of time for appraisal discussions with the Management team.

- Collate evidence linked to goal/inquiry and collate appraisal documentation.

## APRAISALS - other:

- 4) The **Centre Manager** will meet with the HR or Chair of the Management Committee to follow up on feedback from the Teachers and parents on the Management Committee. The Centre Manager's job is around maintaining the standards in all areas of the centre as well as following protocol in all aspects under the MOE regulations. The Centre Manager must work well with the Chair & Treasurer ensuring that the centre has a clear budgeting perspective to a high standard. Goals are set for the following year. *A certified teacher must endorse whether the Centre Manager has met the standards for Teaching Council requirements. This should be done by someone external to the centre if the requirement cannot be met within the Management Committee. The centre manager is responsible for their professional growth cycle mentoring alongside other managers from the community.*
- 5) The Centre Manager will meet with the **Cook** during the year to follow up feedback received from the Teachers. Professional Development will be offered during year, and the Cook's menus will be based around the Healthy Heart Award and information received from the MOH around healthy eating. The Cook will also ensure that the kitchen is of a high standard of hygiene meeting the obligations under the Food Act 2014.
- 6) The Centre Manager will meet with the **Centre Administrator** during the year to review progress and provide feedback including any received from the Teachers and parents/whānau, as well as set professional development goals for the following year.

## Spaces for tamariki of kaiako

### Aim and rationale

To provide tautoko and guidance for kaiako whose children attend Kids Reserve.

### Responsibilities

To ensure all parties concerned have clarity on role and expectation for kaiako and tamariki when whānau/parents/caregivers are also on staff.

### Policy Details

- All kaiako and staff are welcome to apply to enrol their tamaiti for a space at Kids Reserve. This policy does not provide a right to a space and does not form part of employment agreements.
- Tamariki of kaiako will be accepted to attend if there is a space available and will be charged full attendance fees. All normal enrolment requirements apply to tamariki of kaiako or staff.
- The tamariki of kaiako and staff will be treated equitably as is any child enrolled at Kids Reserve
- Tamariki can be in the same room as their whānau/parent/caregiver at the discretion of the kaiako, Centre Manager/Tumuaki and teaching team – all reasonable steps will be taken to ensure the wellbeing of all tamariki and kaiako within the teaching space, and attachment and emotional security for the tamaiti of the staff member.
- Alignment with our philosophy and other policies
- *This policy is aligned with our Centre philosophy and our other Centre policies including our good employer policy.*
- Relevant Background (including Legislation/Regulation references)
  - Review
  - Review annually or where there is a significant change in the area of the policy topic.

## Long Service Leave

### Aim and Rationale

To recognise employee commitment and loyalty to Kids Reserve (KR), to celebrate the mahi and commitment of long standing kaiako, and to encourage existing employees to continue their teaching careers within KR.

### Responsibilities

Kids Reserve provides a supportive 'employer of choice' environment to staff. As part of the many employment incentives that KR provide, there is a recognition of length of service via an allocation of additional paid leave as outlined within this policy.

### Policy Details

Leave without pay	an agreed period of unpaid absence i.e. not paid leave such as annual leave. E.g. employee remains employed by KR and
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	does not resign - then returns from the agreed absence and continues permanent employment (does not include parental leave)
Continuous period of service	the total period of employment since commencement of employment, (less periods of leave without pay greater than 1 month) and excluding previous service where absence following resignation lasted 12 months or more.

## Employee Eligibility

An employee who completes a continuous period of service with KR will be eligible for LSL where they have meet the following eligibility criteria:

### The employee

- is a permanent employee of Kids Reserve, and
- has worked a continuous period of 10 years with KR.

## Recognition of Service

The following provisions relating to recognition of service apply to Long Service Leave only and do not apply to any other terms and conditions as outlined within employee's employment agreement.

Periods of employment that have been contacted as either casual or temporary but immediately followed by permanent employment will be aggregated and included in the period of continuous service for LSL purposes.

Any periods of leave without pay exceeding one consecutive month will reduce the qualifying length of service, for example:

- An employee commences service 1 July 2000
- Takes a period of leave without pay of 2 months in 2005 and another period of leave without pay of 1 month in 2009.
- The employee will qualify for 10 years' service on 1 September 2010 (period of 2 months leave without pay has extended the qualifying date but the second has not as it was 1 month).

## Recognition of Previous Service

Where an employee has resigned and then re-joins Kids Reserve the previous KR service will be recognised.

## Long Service Leave allocation

Upon completing 10 years continuous service, the employee will receive 5 days Long Service Leave. To be used within the following 1-2 Years.

For each subsequent 5 years continuous service, employees will receive 5 days LSL to be used in the following within 1-2 years.

An employee's service will be averaged for the qualifying years of service to determine the pro-rated portion of the LSL available.

### Payment

LSL is paid at the same rate as annual leave, ie the higher rate of average weekly earnings vs ordinary rate of pay.

LSL can not be cashed up as an alternative to taking the leave.

### Period in which leave must be taken:

LSL can be taken in one block or broken into individual days.

Where the leave is not taken within that 2-year period it will be forfeited.

On cessation of service with KR, an employee will receive as part of their final payment any outstanding LSL owing which has not been taken.

### Sickness While on Long Service Leave

When an employee becomes sick during a period of planned LSL, the period of sickness shall not be counted as LSL taken provided that:

- a) on completion of the LSL the employee returns to work and does not cease employment with KR; and
- b) a medical certificate is produced showing the nature and duration of the illness.

### Summary of principles

- After 10 years of service, 5 days long service leave is granted
- After each subsequent 5 years of service, 5 days of long service leave is granted.
- LSL must be used within 2 years from when it is granted.
- LSL cannot have it cashed up
- Employees may take it in conjunction with other leave such as annual leave
- The 5 days LSL will be pro-rated to reflect the average hours worked during the period of continuous service to recognise part-time hours worked
- Periods of parental leave are included as continuous service
- Periods of unpaid leave greater than 1 month impact are not included as continuous service.

- **Alignment with our philosophy and other policies**
- *This policy is aligned with our Centre philosophy and our other Centre policies including our Parental Involvement and Communication Policy and health and safety policies.*
- **Relevant Background (including Legislation/Regulation references)**

- **Review**

- Review annually or where there is a significant change in the area of the policy topic.



# Professional development and teacher certification policy

## Aim & Rationale

The Management Team will support all Teachers to develop and gain skills through the provision of professional development and to gain full registration.

## Responsibilities

- The Centre Manager/Tumuaki and Centre Administrator/Kaiwhakahaere will ensure that there are professional development opportunities for all staff and management during the year. Allocation of professional development support should ensure that no employee is unlawfully discriminated against or unfairly advantaged.
- Kaiako will seek their own professional development opportunities as part of their professional growth cycle.
- Professional growth cycles will help support Kaiako to identify areas of growth within their teaching practice – professional development will support learning in these areas.
- Requests to attend seminars, workshops and conferences are given to the Centre Manager/Tumuaki or Centre Administrator/Kaiwhakahaere to consider with links to the budget, Teacher's and centre goals and staffing requirements. A record will be kept of all Professional Development attended.

After attending any Professional Development courses, kaiako are encouraged to share their learning with the team so all kaiako are able to improve practice and learning outcomes for tamariki.

## Teacher Certification:

- Kaiako will be reimbursed for costs involved in gaining and renewing kaiako certification.
- A two-year mentoring programme will be supported in the centre to support provisionally certificated kaiako so they may be granted kaiako whai rēhitanga/teacher registration by the Teaching Council of Aotearoa New Zealand.
- A mentor kaiako will be appointed to support.
- Kaiako engaged in mentoring towards their kaiako whai rēhitanga/teacher registration will be provided with additional non-contact time each month.
- Kaiako are expected to meet the requirements to be granted kaiako whai rēhitanga/teacher registration within the appointed time frame.

- **Alignment with our philosophy and other policies**
- *This policy is aligned with our Centre philosophy and our other Centre policies.*

## **Appraisal Policy**

- **Relevant Background (including Legislation/Regulation references)**

Licensing Criteria for Early Childhood Education & Care Services 2008

- **Review**
- Review annually or where there is a significant change in the area of the policy topic.

## Aim and Rationale

To create a professional work environment where we uphold the mana of all those we employ, and support kaiako and staff.

## Responsibilities

To ensure employment practices are in line with The Human Rights Act 1993 and The Employment Relations Act 2000.

## Policy Details

- Kaiako will perform their duties to the best of their ability treating tamariki, parents/whānau/caregivers, kaiako and staff with respect and upholding their mana at all times.
- Performance of kaiako and staff must be consistent, points of reference are Our Code Our Standards and Job Descriptions
- Kaiako will be supported in their professional roles and growth with the Professional Growth Cycle within the Appraisal Policy
- Accusations of bullying or harassment are taken seriously and will follow the complaints policy.
- Any concerns or complaints will be addressed in line with the complaints policy
- The Centre Manager/Tumuaki and Centre Administrator/Kaiwhakahaere will follow guidelines under The Employment Relations Act 2000 and Worksafe NZ Preventing and Responding to Bullying at Work Good Practice Guidelines, 2017 when investigating any complaints.
- Confidential information will be stored appropriately as per the Privacy Policy.

- **Alignment with our philosophy and other policies**

*Our Code Our Standards (2017)*

- **Relevant Background (including Legislation/Regulation references)**

Employment Relations Act 2000  
The Human Rights Act 1993

- **Review**
- Review annually or where there is a significant change in the area of the policy topic.

## Remuneration Policy

### Aim & Rationale

To ensure employees are fairly remunerated.

### Responsibilities

### Objectives

The objectives of this remuneration policy are:

- to be able to recruit and retain skilled and motivated staff;
- to be a fair employer;

### Pay rates

Kids Reserve will set and review remuneration for each staff member considering the following factors:

- performance;
- market rates for staff with comparable skills and experience;
- extended pay parity scales;
- the value of particular skills and experience at any particular time;
- the staff member's development potential;
- the financial position of the centre; and
- any other relevant matters.

**Wages and salaries will be reviewed annually after consideration of the above factors .** Any increase in staff remuneration costs due to increases in wages and salaries must normally be provided for in advance in the annual budgeting process. Wage and salary reviews outside of the annual budgeting process will be conducted in exceptional circumstances only. Any remuneration changes must be approved by the Management Committee.

### Determination process – all staff except Centre Manager and Supervisor

The processes for wage and salary reviews for all staff *except* the Tumuaki Centre Manager and the Kaiwhakahaere Centre Administrator are as follows:

Annual wage and salary reviews shall be carried out by the Tumuaki Centre Manager with support from the Treasurer. The individual amounts paid to staff members are kept confidential (unless by other arrangement) .

Ideally the wage review should be completed within a month following the end of the financial year. The Centre Manager will advise staff by letter of any adjustment to their wages (backdated to the first day of the financial year). The Centre Manager and/or Supervisor must sign and attest every 3 months on the RS7 to the MOE, that Kids Reserve is “paying all employed registered teachers at least at the level identified in the current Education circular Attestation Registered Teachers’ Salaries”

#### **Determination process - Tumuaki Centre Manager and the Kaiwhakahaere Centre Administrator**

Wage and salary reviews for the Tumuaki Centre Manager and the Kaiwhakahaere Centre Administrator are undertaken by a member of the Management Committee  
A staff member’s remuneration is confidential to the centre and the individual staff member. Staff should remain professional in this matter.

- **Alignment with our philosophy and other policies**
- *This policy is aligned with our Centre philosophy and our other Centre policies including our Parental Involvement and Communication Policy and health and safety policies.*

Appraisal Policy

- **Relevant Background (including Legislation/Regulation references)**

Licensing Criteria for Early Childhood Education & Care Services 2008

- **Review**
- Review annually or where there is a significant change in the area of the policy topic.

## Social media

### **Aim and Rationale**

Social Media provides a great opportunity to collaborate and communicate with parents and whānau and provides a window into centre life, so ideas and information can be shared. Social media allows learning and mahi within Kids Reserve to be celebrated and shared within our wider community. Social media also provides an effective avenue for marketing, broadening awareness of Kids Reserve, and enhancing the mana and reputation of Kids Reserve.

### **Responsibilities**

To ensure safe and responsible social media use and communication, to ensure privacy is upheld, to ensure the mana and reputation of Kids Reserve and kaiako are upheld, to ensure tamariki, whānau/caregivers, kaiako and staff are safe.

## Policy Details

- All information shared on social media utilised by Kids Reserve, eg. Facebook, Instagram, will be overseen by the Centre Manager/Tumuaki. Any photographs shared will be in line with our privacy policy, images of children shared will only be shared if consent has been given. Kaiako will strive to further protect the privacy of tamariki by not using names when sharing content on social media.
- Communication between whānau and kaiako about the learning and care of tamariki will be exchanged through Storypark or email, not through social media platforms.
- **Alignment with our philosophy and other policies**
- *This policy is aligned with our Centre philosophy and our other Centre policies including our Parental Involvement and Communication Policy and health and safety policies.*
- **Relevant Background (including Legislation/Regulation references)**
- **Review**
- Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Sarah Knipping Tumuaki
<b>Date:</b>	27-3-25
<b>Review Date:</b>	March 2026
<b>Consultation Undertaken:</b>	Kr Kaiako and MC



## Misc. Policies for whānau

### Incl. Settling & Transition, Transition To School

#### Aim & Rational

The emotional wellbeing of every child at Kids Reserve is nurtured and all children will experience an environment in which they feel a sense of belonging and know they have a place. Procedures will be put in place to ensure transitions between age-appropriate rooms and to school is smooth, stress free and respectful for children and their family/whānau. Children, when commencing will be allowed to settle at their own pace with individual attention paid to the child and their family to ensure bonds of attachment form and family routines and expectations are understood and respected.

#### Responsibilities

- Parents/whānau visit the centre 3 to 4 times, before officially starting. The Supervisor or Key Teacher will guide parents/whānau on the best course of action for a successful transition (usually short visits, building in length, then with parents/whānau leaving for a short time). Parents/whānau may visit as many times as they are comfortable with before a child commences and they may drop in any time to visit. Kids Reserve has an open door policy for all parents and family members. The length and number of visits needed to settle children vary.
- The Key Kaiako will ring parents/whānau if a child is unduly upset during this settling period. It is better to allow children to settle at their own pace, mindful of their emotional security and wellbeing.

#### Transition

- When a child is deemed cognitively mature and ready to transition between the age-appropriate rooms in the centre (as well as when there is available space), a three-week transitional process will begin from the Bellbird/Korimako to Penguin room, allowing the child to settle into the new environment in an unhurried manner. The transition from Penguins to Tui is supported by shared outdoor learning and activities which create familiarity with the Tui room and kaiako. But if children need more support, the centre is flexible and can offer an informal transition period. Parents/whānau will be consulted throughout this process and informed verbally or via email updates on this process. In the first week of transition the children visit the new room with a familiar teacher. As the child feels more secure in the new environment the length of these visits increases until the child is secure to spend the whole day in this new environment. The length of this process varies from child to child, and this is respected according to children's individual needs.

It is the responsibility of the centre as well as the family/whānau to prepare children for transition to school through an educational programme and philosophy that builds children's

independence and self-help skills. Experiences that mirror school are provided including lunch box day, news time etc. The Key Teacher works with the child in the last weeks before school to make sure they are prepared for the transition to school.

Kaiako will ensure that matua/caregivers/whānau have access to online portals and channels of communication for easy sharing of information and ideas. Ensuring open communication throughout the entire transition period.

Kaiako will endeavour to support transitions by pairing new tamariki with others who may hold similar interests or could be a good supporting friend for them.

## Transition To School/Kura

### Aim & Rationale

At Kids Reserve we recognise that primary school learning enrolments are quite different to the early childhood setting. Our aim is to prepare children emotionally, socially, cognitively and physically for school.

We aim to support children as competent and confident learners with a love of learning to make the transition from Kids Reserve to primary school as smooth as possible.

*Te Whāriki Strand 3 - Contribution: "They are encouraged to learn with and alongside others"*

### Procedure:

The most important aspect for children being prepared for school is their social skills.

The children in the Tui room are supported on this journey by:

- Free Play
- Planned Activity times
- Focus Time
- Mat Time (and news time)
- Being a good friend
- Encouraging independence (tidying up, dressing self, looking after their belongings etc)
- Lunch Box day
- Hook for bag

\* Teachers provide many different learning experiences which guide children in their transition to school.

\*We provide information for matua/caregivers of any local/ in zone kura in their whānau area.

- Enrolling and starting your child at school – [Parents.education.govt.nz](https://www.govt.nz/parents/education/) – Practical information about education for parents and carers.

\*Books, pictures, and outings are also used to give tamariki some insight as to what to expect.

\* Children and Teachers have discussions about the difference between Kids Reserve and Primary School

\* Activities and experiences that are developmentally appropriate, stimulating and engaging are offered.

- **Alignment with our philosophy and other policies**
- *This policy is aligned with our Centre philosophy and our other Centre policies*

- **Relevant Background (including Legislation/Regulation references)**

Early Childhood Regulations 2008; Te Whāriki, Early Childhood Curriculum (particularly the pathways to school and kura pages 51-58)

Te Ara Poutama

Enrolling and starting your child at school – [Parents.education.govt.nz](https://www.parentsinformation.org.nz/) – Practical information about education for parents and carers

Te Whāriki – Belonging

Reg.43 ECE 2008

- **Licensing Criteria That Guide This Policy:**

C1 – C13

- **NELP Priorities That Guide This Policy:**

Objective 1, Priority 1 and 2

Objective 2, Priority 3 and 4

Objective 3, Priority 5 and 6

- **Review**

- Review annually or where there is a significant change in the area of the policy topic.

Approved:	Tumuaki
Date:	29-4-25
Review Date:	April 2026
Consultation Undertaken:	KR Kaiako and MC





## NAPPY CHANGING & TOILET HYGIENE

**References: Education (Early Childhood Services) Regulations 2008, Regulations 45, 46  
Licensing Criteria for Early Childhood Education & Care Services 2008, PF25, HS3**

### Rationale:

All children are to have regular nappy changes throughout the day, ensuring they are kept clean and comfortable. This is to be achieved in a secure, safe and hygienic manner where children are treated with dignity and respect.

All nappy changes are undertaken by a teacher approved of by the Centre Manager. **Nappy times are a special nurturing time between the Teacher and the child and should be unhurried.**

### Procedure:

#### NAPPIES

All children's nappies are changed on the nappy change tables in the bathroom. Nappy changes occur at set and regular times throughout the day or as necessary. This time is a special one-on-one time for children and their teachers; and only teachers who have a special rapport with the child should be expected to attend to the child. Regular relievers may be permitted to change nappies provided they have been shown and have understood the nappy changing procedure, after agreement amongst the teaching team and most importantly, the child is comfortable with them. Student teachers are not permitted to change nappies.

- Teachers record **ALL** nappy changes showing the time of the changes and whether the child has soiled, has had a wet nappy, or their nappy is dry.
- Teachers collect child's nappy, chux cloth and creams **BEFORE** placing the child on the nappy change mat.
- **Disposable gloves are worn, with hygiene the important focus!**
- Teachers remove child's nappy; if nappy is soiled or wet, Teachers should wet the chux cloth and wipe the child's nappy area gently. After the child is thoroughly cleaned, Teachers will proceed to dispose of the nappy (disposable) or retain for parent collection if reusable cloth nappy - see below.
- Teacher must **NEVER** leave a child unattended on the nappy change table. The teacher **MUST** keep their hand on the child if they need to reach for other items.
- When a child is old enough, they should be encouraged to climb up the ladder to the nappy change area to avoid **back strain** on the teacher.
- After each nappy change the teacher or parent/whānau **MUST** spray the area with the bleach mixture to avoid the spread of bacteria (*after spraying it must be left for at least 30 seconds as it is the contact time and movement when wiping down that makes this process effective*).

Commented [AM1]: Need to distinguish between disposable and cloth nappies.

- The teacher or parent/whānau **MUST** wash hands **after** each nappy change; Teachers will role model and encourage children to wash hands regularly, particularly after a nappy change.
- All teachers or parents/whānau **SHOULD** wear disposable gloves when changing a child with cloth nappies. Each child with cloth nappies will have their own child proof containers that is stored in a designated area in the bathroom, out of reach of children. Used cloth nappies should be stored in the child's container; soiled cloth nappies will be enclosed within a plastic bag and stored in the child's container. Parents/whānau **MUST** take their child's used cloth nappies out of the containers at the end of each day to be sent home for washing. Children's containers will be bleached daily at the end of the day.

#### TOILETING:

When a child shows interest in using the toilet, this will be encouraged after mutual discussion between the teacher and parent/whānau and this will be planned to ensure the child's needs are paramount. All children who visit the toilet **MUST** wash their hands after to ensure hand washing procedures.

#### STORAGE & DISPOSAL OF SOILED CLOTHING & NAPPIES

- Disposable nappies (and chux cloths used in nappy changing) are to be disposed of immediately in the bin provided.
- Soiled cloth nappies and clothing soiled with faecal matter, vomit (or any other substance that represents a health hazard) should be double-bagged in plastic (e.g., in the glove used for changing plus a further bag) and placed in the child's wet bag to be sent home for washing.
- Parents/whānau are to be provided the bags of soiled items when they collect their child. On request by a parent/whānau, the Centre may dispose of particular soiled items on their behalf.

<b>Approved:</b>	5 October 2022
<b>Authorised by:</b>	Management Committee
<b>Last Update Date:</b>	5 October 2024
<b>Review Date:</b>	October 2025
<b>Consultation Undertaken:</b>	KR staff



## Nutrition & Food

### Aim & Rationale:

Kids Reserve is to provide nutritional meals for all age groups in accordance with children's daily requirements. Summer and winter menus will be planned and will follow the 3 step Food Pyramid and the National Nutritional Guidelines for children.

### Responsibilities:

- The Cook has up to date **summer and winter menus** which are rotated each week. Menus are dated on the reverse so an accurate record is maintained of all food cooked. Menus will be displayed in the front door foyer and any changes to the menus are noted. A record of the menus is kept at the centre for **12 months**.
- The cook will complete an accredited basic food hygiene course as part of their induction if they do not already hold this. This will be updated every two years and will be paid for by centre management. A copy of this qualification is kept on their personnel file.
- All cuts and sores will be covered with colourful plasters when preparing food and disposable gloves will be worn.
- Within reason, children's allergies and dietary needs will be catered for. For children with severe food allergies/food reactions, discussion with the Tumuaki-Manager, Cook and Teachers together with the parents/whānau will take place regularly to ensure all requirements for the child are being met. A list of tamariki, including their photograph, specific dietary/allergy needs, and day of attendance will be displayed in the kitchen and classrooms to ensure that all staff are informed.
- The Menu is sourced, and ingredients used that comply with the Heart Foundation recommendation which is **less fat, salt & sugar**. Good quality vegetables, fresh fruit, lean cuts of meat and fish are offered regularly.
- Meals should be served as soon as possible after being cooked to prevent contamination. All food will be served in a hygienic manner. Tongs will be used when serving food directly to tamariki.
- The Cook will ensure that these standards are adhered to when Teachers and children also use the kitchen. During these times the Teacher should have total control of the child/ren in the kitchen observing safe practice at all times. When these opportunities are offered, the

Teacher should record this special time by photos and in the child's profile book showing the learning outcomes.

- Teachers will be encouraged to participate in Professional Development regarding nutrition in the early childhood environment. **(See policy on Professional Development).**

As food allergies toward nuts are relatively common amongst children; Kids Reserve is designated a **"NUT FREE"** centre. As such, no food containing nuts is to be brought into the centre. All parents complete an **"Allergy Form"** upon commencement at the centre, which informs the Teachers and Cook whether a child has food allergies or not. Wherever possible children's allergies are catered for so that all children feel included. Parent/whānau are encouraged to talk with the Teachers or Cook about these and any other allergies. Parent/whānau may be asked to provide ingredients for any baking brought into the centre, especially children's birthday cakes (see note\* below.) The centre uses **egg replacement** in the case of children with **egg** allergies, (to avoid contamination for those with suffer from allergic reaction) or other products that provide the same nutritional balance.

### Nutrition & Healthy Eating:

- Any food provided to tamariki under 12 months will be of a type approved by parents on the "Food register for Tamariki under 1"
- Birthday parties are a great celebration and the centre offers a selection of fruit at celebrations followed by a small slice of birthday cake (supplied by the parents/whānau) but we also encourage a watermelon or pineapple cake as a great alternative. Parent/whānau MUST provide an ingredient list of cakes brought into the centre or the centre will provide a suitable cake recipe that is allergy free. (Suitable healthy allergy free recipe provided on the KR website.)
- Potable water is available for children throughout the day and children are encouraged to drink plenty of fluids.
- Children are always encouraged to wash their hands before and after handling food.
- Children will be encouraged to 'try' food offered and if a child consistently refuses a particular food, there should be discussion with the parents/whānau family, as to alternative healthy choices.
- On multicultural days at the centre, diverse foods may be offered to the children making them aware of other food options. The recipes may be modified for nutritional value
- Teachers will ensure that weekly nutritional discussion and experiences occur for children. This can be in the form of informal discussion around food or more formal planning (making lunch, baking, healthy options, gardening etc)
- The Cook is encouraged to attend any nutritional education courses that relate to early childhood and where appropriate parents/whānau will be encouraged to attend to give them a greater understanding of their child's nutrition.
- Resources linked to supporting children, families and teacher's nutrition education can be funded through the equipment budget. A clear rationale of the learning involved and benefits for the children should be discussed and documented.

- A copy of “*Food & Nutrition Guidelines for Healthy Infants & Toddlers (age 0-2 yrs)*” (supplied by the Ministry of Health) is available in the front door area of the centre for parents to borrow and read.
- Parent/whānau are asked to inform the Cook and/or the Teacher when new foods are introduced to infants under 1 year of age. This is in case of any food intolerance that may be observed in the home environment before being introduced in the centre.
- Ministry of Education guidelines: All tamariki must be closely supervised while eating. Kaiako must sit with tamariki so their attention is focused and not on completing tasks. Tamariki must only eat when seated and be encouraged to concentrate on eating.
- As young children have an increased risk of choking, there are certain foods that the centre does not give to the Bellbird/Korimako rooms: (upon information from the MOH in November 2019.) These are: seeds, crisps, hard crackers, dried fruit (unless it has been soaked first), popcorn, marshmallows, pieces of raw carrot (unless cooked or grated), apple (unless cooked or grated) or celery; grapes, peas & tomatoes (unless they are cut in half.)
- Teachers respect the one-on-one special bonding moment that occurs when a child is drinking from a bottle. Children under the age of 6 months and other children unable to drink independently are held semi-upright when being fed. Any infant milk/food given to a child under the age of 12 months is of a type approved by the child’s parent. **(Criteria HS23)**.
- Once a week, the Tui children make their own sandwiches with help from a Tui teacher. This gives the children an opportunity to construct their own sandwiches using the healthy food skills options that have been provided to them. Once children reach 4 years of age, this interest is further extended, when lunch boxes are used in the centre, so the older children can experience healthy, practical and exciting lunches.
- Teachers at the centre will **role model** healthy eating habits as this is seen as valuable learning. They will also chat to the older children about the various food options available and the nutritional food value, thereby keeping the children aware of healthy food options.

### Formula Feeding:

- Formula should be handled and stored hygienically.
- Bottles should be only made up at the time a child requires it. (Bottles should **NOT** be made in advance.)
- All bottles need to be clearly labelled with child’s name.
- Use cooled boiled water for infant bottles.
- Formula should be warmed gradually until it is warm to the touch.
- Cow’s milk is not given as a drink to infants under the age of one year unless suggested by the parent as this may cause allergies.
- Teachers must discard made-up formula that is not used after two hours at room temperature.
- When children are bottle fed parents bring in pre-measured bottles with formula to ensure children receive the exact measurements.

## Breastfeeding:

- Parents are encouraged to breastfeed their child in the centre in the room or the sleep room where it is quieter. The teaching team will be flexible in their approach to the parent's work commitments and work with them to support this.
- Expressed breast milk should not be thawed or heated using a microwave oven because microwaving destroys some of the milk's immunological components. The milk should feel comfortably warm to the touch before being given to the infant.
- Breastfed is important for infants' growth, development and health and Teachers should encourage and support parents with this where possible.
- The Guideline for storing expressed breast milk is:

At room temperature (<26°C)	4 hours ;
Refrigerated	48 hours (stored in back of fridge;
Freezer box in fridge	2 weeks

**The fridges should remain between 2° - 4° at all times to ensure food is safely stored and water**

- **Alignment with our philosophy and other policies**

- *This policy is aligned with our Centre philosophy and our other Centre policies*

- **Relevant Background (including Legislation/Regulation references)**

- HS19, HS20, HS21, HS22, HS23
- Education (Early childhood services) Regulations 2008, 45, 46, 47
- Nels- Objective 1 Priority 1, Objective 2 Priority 3 and 4.
- Ministry of health guidelines for Healthy infants and toddlers (0-2years) and Ministry of Health Guidelines for Healthy children (2-6years)
- Ministry of Primary Industries National Programme 2 Guidelines
- Ministry of Health 2020 Reducing Good related choking in babies and young children in Early Learning Services.

- **Review**

- Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Tumuaki Shayna McGee
<b>Date:</b>	27-4-25
<b>Review Date:</b>	Feb 2026
<b>Consultation Undertaken:</b>	KR Kaiako and MC



## Positive Behaviour Guidance

### Aim & Rationale

To ensure a safe and inclusive space for all tamariki where tamariki experience culturally responsive practice, where tamariki have strong bonds and connections to their peers and kaiakio, where tamariki are supported to understand and regulate their emotions, where tamariki are supported to express themselves in safe ways, where tamariki are empowered to manage their learning.

### Guiding Whakatuki

Ko te hoa tino pono rawa, ko tērā e toro atu ai tōna ringa ki tōu, engari ka titi kaha ki tōu manawa te kōhengihengi.

A true friend is someone who reaches for your hand but touches your heart.

### Policy Details

Positive behaviour guidance for tamariki will be guided by our centre values; whakaute/respect, māhaki/humility, whakamana/empowerment, matangareka/enthusiasm, whakaaio/peacefulness, ngākau aroha/empathy, ngākau pono/loyalty, mānawanawa/patience, aumangea/resilience, auahatanga/creativity.

- Kaiako will support tamariki to have a sense of belonging and positive relationships with their peers
- Kaiako will support tamariki to understand and regulate their emotions
- Kaiako will ensure tamariki are validated in their experience and emotions
- Kaiako will ensure tamariki are supported to express themselves in safe and appropriate ways
- Kaiako will ensure tamariki are empowered to manage their learning
- Kaiako will consider cultural views of behaviour
- Kaiako will understand behaviour as a form of communication
- Kaiako will ensure age-appropriate behaviour guidance
- Kaiako see our tamariki for who they are, not for their behaviour
- Kaiako ensure that tamariki feel empowered and supported
- Kaiako ensure that tamariki hear about their successes throughout the day

## Strategies for guiding and supporting behaviour

The following strategies have been adapted from He Māpuna te Tamaiti – MOE 2019

- **Kaiako will provide short, neutral messages** – kaiako will describe the behaviour and explain why or how it was unsafe, kaiako will explain what behaviour would have been more appropriate. *Eg. Rayne, you bit Sita. We don't bite. We move away or ask for help if we feel frustrated. I can help you find something else to play with now.*
- **Kaiako will offer choices** – tamariki will be offered choices consistently throughout their day to empower them and foster a sense of agency. *Eg. Milo, it is almost time for us to tidy up, would you like Kyla to show you how to put the toys away or can you remember how to do it and show me?*
- **Kaiako will redirect** – Kaiako will utilise redirection when they observe a tamaiti's behaviour escalating as a preventive measure. Kaiako will use clear and neutral language with tamariki and check in on them to see they are happily engaged in play and learning. *Eg. Noah, Milo is already using the blue bike, come and join us in the sandpit.*
- **Kaiako will provide frequent encouragement** – Kaiako will notice when a tamaiti is thriving and provide encouraging kōrero to encourage positive behaviour and learning.

## What does our ECE curriculum: Te Whāriki (2017) say:

### Wellbeing:

Their emotional wellbeing is nurtured - Managing themselves and expressing their feelings and needs  
They are kept safe from harm - Keeping themselves and others safe from harm

### Belonging:

They know the limits and boundaries of acceptable behaviour - Showing respect for kaupapa, rules and the rights of others

### Contribution:

There are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity or background - Treating others fairly and including them in play  
They are encouraged to learn with and alongside others - Using a range of strategies and skills to play and learn with others

### Communication:

They discover different ways to be creative and expressive - Expressing their feelings and ideas using a wide range of materials and modes

## What does National Education and Learning Priorities (NELP) say:

### Objective 1:

Learners at the centre:

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.



- **Alignment with our philosophy and other policies**
- *This policy is aligned with our Centre vision, philosophy, values and our other Centre policies.*
- 

- **Relevant Background (including Legislation/Regulation references)**

Licensing Criteria C10 – the service curriculum supports children’s developing social competencies and understand of appropriate behaviour

- **Review**
- Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Tumuaki Sarah Knipping- Shayna McGee
<b>Date:</b>	July 2024
<b>Review Date:</b>	July 2025
<b>Consultation Undertaken:</b>	Kaiako and management team



## Privacy Policy

### Aim & Rationale

To uphold the privacy and mana of all whānau, tamariki, kaiako and staff of the Kids Reserve community in line with Privacy Act 2020. All steps will be taken to protect the mana and privacy of all within the Kids Reserve community and prevent privacy breaches.

### Responsibilities

Kids Reserve is committed to upholding the privacy and mana of all tamariki, whānau, kaiako and staff. It is the responsibility of Kids Reserve kaiako and staff to treat all people associated with the centre with respect, and to manage issues of privacy with respect and dignity.

### Policy Details

- All personal information collected will be stored securely. Any information collected will always adhere to the Privacy Act 2020. All confidential files are kept in a secure and locked location
- The Privacy Officers for Kids Reserve are the Centre Manager/Tumuaki and The Centre Administrator/Kaiwhakahaere. The Privacy Officers are responsible for ensuring all obligations are met in line with the Privacy Act 2020 when it comes to the collection, utilisation, storage, security and retention of personal information of employees, tamariki, whānau and others.
- All kaiako and staff at Kids Reserve must be aware of privacy policies and their responsibility to keep information private and secure, including all written information and photographs.
- As per the Privacy Act 2020, if kaiako or staff are made aware of a breach of privacy that may “have caused serious harm or are likely to do so” they must notify privacy officers as soon as possible. The privacy officer - the Centre Manager/Tumuaki - will make a breach report.
- In the incidence of a privacy breach, Kids Reserve will notify the individuals promptly so they are able to protect themselves and regain control of their information.
- Kids Reserve is legally obliged to share information with other agencies when appropriate to ensure the health, safety and wellbeing of tamariki and whānau, e.g. with Oranga Tamariki, Health New Zealand, and the New Zealand Police (see also: Child

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Protection Policy). Kids Reserve will seek permission to disclose this information where possible.

- Employee information will be collected as per the Employment Policy and Child Protection Policy
- Kids Reserve is required to keep some information for specified periods of time – information will be securely destroyed at the end of this period of time.
- Employees of Kids Reserve will ensure any images taken of tamariki for documentation purposes will only be used in the context of learning stories, group planning and centre specific documentation only, unless permission is obtained from the child's caregivers.
- Third party services are utilised by Kids Reserve to store personal information, this includes Storypark and Discover. Whānau are informed and agree to this at enrolment
- Privacy complaints can be made following the centre complaints policy (see complaints policy). An individual can also complain to the Officer of the New Zealand Privacy Commissioner at [www. privacy.org.nz](http://www.privacy.org.nz)
- The Centre Manager/Tumuaki and Centre Administrator/Kaiwhakahaere have the responsibility to ensure that the privacy of past and present tamariki, whānau/caregivers and kaiako/staff members are protected.

Any information that is required must be addressed to the Centre Manager who also is the **Privacy Officer**.

**This Policy should be read in conjunction with the clause in the Staff Agreements and Code of Conduct.**

- **Alignment with our philosophy and other policies**
- *This policy is aligned with our Centre philosophy and our other Centre policies including our Parental Involvement and Communication Policy and health and safety policies.*
- **Relevant Background (including Legislation/Regulation references)**

- **Review**

- Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Sarah Knipping Tumuaki
<b>Date:</b>	27-4-24
<b>Review Date:</b>	April 2025
<b>Consultation Undertaken:</b>	Kaiako and MC



## Safety Checking of all Staff

The purpose of this operational policy is to ensure that there is a procedure to ensure all those working within our childcare centre meet the safety check requirements specified in the Children's Act 2014. This policy also contributes to the human resource management policies operated by this centre and ensures we comply with the Ministry of Education's Early Childhood Education Licensing Criteria **GMA7A**.

### Position Statement

Kids' Reserve ensures the safety of children through a robust staff selection process. We want our staff to:

- be safe to work with our children
- actively contribute to our culture of child protection; to support and adhere to our child protection and child abuse policies
- be prepared to make child safety at our centre their top priority.

A breach of this policy will be regarded as serious misconduct and subject to disciplinary action.

### Policy principles

To ensure our children are safe, we undertake a series of safety checking steps when appointing all staff at this centre:

- verification of identity
- recruitment interview
- information about work history
- referee information
- information from the Teaching Council
- acceptance of a Police vet check report.

On the basis of these safety checking steps, we will then form a view about the suitability of staff to work as a "Children's Worker" under the Act (a Risk Assessment). This view will be recorded on the staff member's personnel file.

Children's worker means a person who works in, or provides, a regulated service, and the person's work—

- a) may or does involve regular or overnight contact with a child or children (other than with children who are co-workers);
- b) and takes place without a parent or guardian of the child, or of each child, being present

All safety checks must be completed before starting work.

### Verification of identity

We require two forms of photo identity from prospective staff when applying for roles with us. These forms of identification must comply with the primary and secondary identification requirements of the Children's Act 2014.

We will obtain a photograph of a staff member certified by an appropriate authority if the primary and secondary forms of identification do not include a photo.

We will require proof where the forms of identification provided indicate a change in name (e.g.: Marriage Certificate).

A copy of these forms of identification will be placed on the staff member's personnel file.

### Recruitment interview

We will interview all prospective staff. The interview will not only examine the background of the candidate, but also their suitability to demonstrate the values of our centre and in a manner that meets the expectations of this policy.

The interview will also examine the candidate's experience and/or attitudes toward child safety.

Notes from the interview will be placed on the staff member's personnel file.

This will include the requirement to declare any complaints about their professional practice, any convictions, the awaiting of criminal proceedings and any other issues that could impact upon the candidate's suitability to work as a children's worker at our centre.

### Information about work history

Each candidate for a role at our centre will submit a personal resume (or CV), detailing their employment history for at least the past five years

We look for a work history that is clear and transparent; declaration of any memberships or registrations with professional organisations and caveats associated with same.

The candidate's resume and their application for employment will both be placed on their personnel file.

### Referee information

We undertake a minimum of one referee checks, ideally two, one of which must be with a recent employer, and will examine matter of safe practices as part of the discussion.

Notes from referee discussions will be placed on the staff member's personnel file.

### Information from the Teaching Council

For all teaching staff with a current registration and practicing certificate, we will check with the Teaching Council to ensure there are no endorsements that reflect concerns over the teacher's safe practice with children.

Any relevant information gathered will be placed on the staff member's personnel file.

## Acceptance of a Police vet check report

We will obtain a current Police vet check report for all staff at our centre to identify any issue in the individual's recent background that would reflect children at our centre might be at risk. For all employees, Kids' Reserve must obtain its own Police vet report from the NZ Police, or can rely on the police vet undertaken by the Teacher's Council for teachers who have current practicing certificates. For other children's workers, for example student teachers on practicum, Kids' reserve can accept police vet reports from another agency so long as that report is within three years of age and the teacher named in the report has given their permission for it to be shared.

We will require the teacher to provide a copy of the covering letter sent by the Teaching Council with their current Practicing Certificate, as an attestation that there were no adverse issues contained in the teacher's Police vet report.

We will obtain a current Police vet check report for all other staff at our centre to identify any issue in the individual's recent background that would reflect children at our centre might be at risk.

All staff will be required to pass a Police vet check every three years.

A copy of each staff member's current Police vet report, their practicing certificate, the covering letter to their renewed practicing certificate from the Teaching Council will be kept on that staff member's personnel file.

## Personnel records

We retain information gathered to comply with this Staff Safety Checking Policy in individual personnel files. All safety check documentation will be retained whilst that person is employed at Kids Reserve. All personnel records are kept strictly confidential in secure storage.

## Risk Assessment

We understand and acknowledge the requirement under the Children's Act 2014 to complete the safety checking process with a Risk Assessment on each staff member. This is an expression of our judgement, based on all the information available above together with consideration of our centre values, that each staff member is a fit and proper person to be a children's worker at our centre.

We document this risk assessment as a signed and dated statement that is included in each staff member's personnel file.

## Repeating the Safety Check

The Children's Act 2014 requires that aspects of the safety check process be repeated every three years. These aspects include:

- Confirming if the person's name still matches their previously confirmed identity, or otherwise updated identification documents
- updated information from the Teaching Council (if a teacher)
- an updated Police vet Report (noting the options above)
- an updated risk assessment.

### The Manager will:

- Always prioritise the safety and wellbeing of the child
- Carry out staff safety checking (including requesting and assessing the Police vet report) in accordance with the Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015
- Maintain appropriate records.

### Staff will:

- Always prioritise the safety and wellbeing of the child
- Notify the centre manager immediately of any change in their circumstance that would otherwise impact on information provided under this safety check policy.
- Familiarise themselves with this centre policy
- Maintain confidentiality.

### Relevant Background (including legislation/regulation references)

Education (Early Childhood Services) Regulations 2008.

Ministry of Education Early Childhood Education Licensing Criteria Governance and Management GMA7A.

Children's Act 2014 and associated regulations.

### Impacts of Policy on Staff, Parents, Children

Comprehensive safety checking of all staff will give assurance to parents, staff and children that our centre takes child protection seriously and that our centre is a safe centre for children.

### Implications and/or Risks

This policy provides a reassurance to parents, other staff, management, and authorities that the staff working at our centre meet the safety requirements of the Children's Act 2014 and associated regulations and are otherwise fit and proper to be children's workers as defined under that Act at our centre.

### Implementation

The implementation of this policy influences the centre's recruitment and HR policies and will form part of all staff induction and in-service training.

### Review

Review annually or when there is a significant change in the area of the policy topic.



<b>Authorised:</b>	Management Committee
<b>Date:</b>	15 July 2024
<b>Review Date:</b>	July 2025
<b>Consultation Undertaken:</b>	Centre leadership and staff

### Full name:

<b>Role:</b>	<b>Service name:</b>
<b>Start date:</b>	<b>Service #:</b>
<b>Current practice certificate:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Expiry date of practising certificate:</b>

### 1. Verification of Identity

Check the person's identity by using an electronic identity credential such as [RealMe](#), or sight and copy of original primary and secondary identity documents. If the names on the IDs do not match, then you must include a supporting name change document.

**One form of identification must be primary, and one must be secondary. Either the primary or secondary identification must include a photo. These must be current and not expired.**

Primary ID	Secondary ID
<input type="checkbox"/> NZ passport <input type="checkbox"/> Overseas passport (may include INZ visa or permit. Visa itself is not valid ID) <input type="checkbox"/> NZ emergency travel document <input type="checkbox"/> NZ refugee travel document <input type="checkbox"/> NZ certificate of identity (issued under the Passports Act 1992 to non-NZ citizens who cannot obtain a passport from their country of origin) <input type="checkbox"/> NZ certificate of identity (issued under the Immigration Act 1987 to people who have refugee status) <input type="checkbox"/> NZ firearms licence <input type="checkbox"/> NZ full birth certificate (issued on or after 1 January 1998) <input type="checkbox"/> NZ citizenship certificate	<input type="checkbox"/> NZ driver licence <input type="checkbox"/> Kiwi Access Card (previously known as 18+ card) <input type="checkbox"/> Community services card <input type="checkbox"/> SuperGold Card <input type="checkbox"/> Veteran SuperGold Card <input type="checkbox"/> NZ student ID card <input type="checkbox"/> NZ employee photo ID card <input type="checkbox"/> NZ electoral roll record <input type="checkbox"/> Inland Revenue number <input type="checkbox"/> NZ issued utility bill (not issued more than 6 months earlier eg. phone, power, internet bill etc) <input type="checkbox"/> Steps to Freedom form

### Supporting name change documents

<input type="checkbox"/> NZ full birth certificate (issued for purpose) <input type="checkbox"/> NZ marriage certificate (particulars of marriage is not valid) <input type="checkbox"/> Change of name by statutory declaration <input type="checkbox"/> Change of name by deed poll	<input type="checkbox"/> NZ name change certificate <input type="checkbox"/> NZ civil union certificate <input type="checkbox"/> NZ order dissolving marriage or civil union <input type="checkbox"/> NZ order declaring marriage or civil union void
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<input type="checkbox"/> Copy of RealMe verification attached OR <input type="checkbox"/> Copy of identification documentation attached <input type="checkbox"/> Completed a search of personnel records to check if the person's identity is being, or has been, used by another person	Date completed:
<b>1A. Verification of Identity by an Identity Referee.</b> <b>If neither of the primary or secondary identity documents has a photo of the person you must ask them to provide:</b> <input type="checkbox"/> The name and contact details of an identity referee <input type="checkbox"/> A photo of themselves authenticated by the identity referee OR <input type="checkbox"/> A statement signed and dated by the identity referee that confirms that the primary identify document relates to that person. The identify referee must have known the person for at least 12 months, and be at least 16 years of age, and not be related to the person and not be part of the person's extended family, and not be a spouse or partner of the person, and not live at the same address as the person. Name of Identity Referee:	
<input type="checkbox"/> Attached copy of the Verification Statement or authenticated photo	Date completed:
<b>2. Interview</b> Document the interview conducted, such as interview notes or summary. Detail questions asked and answers provided. Interview type: <input type="checkbox"/> Face to face <input type="checkbox"/> Phone <input type="checkbox"/> Other:	
Interviewer(s):	Date of interview:
<input type="checkbox"/> Copy of detailed interview notes attached	
<b>3. Work History</b> Obtain a chronological summary of the person's work history for a minimum of the preceding 5 years, including a description of positions held. This can be a copy of a CV or job application. Any gaps in the 5-year period must be explained.	
<input type="checkbox"/> Work history attached	Date completed:
<b>4. Referee Checks</b> Contact at least one referee. A referee cannot be related to the person or part of the person's extended family. Confirm with the referee that the information in the person's CV is correct. Ask the referee if they have any concerns regarding the person's suitability to work with children.	

Name:		Date called:
Contact details:		
Name:		Date called:
Contact details:		
<input type="checkbox"/> Referee checks including questions asked, and detailed answers provided attached		
<b>5. Professional Membership</b> 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 certified teachers: <input type="checkbox"/> Check the online <a href="#">Teaching Council register</a> for the person's certification category and expiry date. If the teacher has any censures or conditions, this will be noted on the register. <input type="checkbox"/> Name of any professional organisations, licensing authorities, or registration authorities:		
<input type="checkbox"/> Copies issued from the relevant professional organisation, licensing or registration authority attached <input type="checkbox"/> A screenshot from an online register check attached		Date completed:
<b>6. Police Vet</b> You will need to Police vet all employees; however, if the person is a teacher who holds a current practising certificate their Police vet will already have been done and this can be relied on. Police vet result shows: <input type="checkbox"/> No convictions <input type="checkbox"/> Convictions:  <input type="checkbox"/> Convictions of a <a href="#">special offence</a> – (person must not be employed in a core children's worker role unless they have an exemption). <input type="checkbox"/> Copy of Police vet and results attached <b>OR</b> <input type="checkbox"/> Holds a current practising certificate so a new police vet was not requested		
<b>6A. Adults in home (for home-based services only)</b> The service provider of a licensed home-based service must obtain a police vet of every adult (person 17 years or older) who lives in a home: <ul style="list-style-type: none"> <li>• where the service is being provided, and</li> <li>• where at least 1 child to whom the service is being provided does not live in the home</li> </ul>		

☐ Copy of Police vet(s) for adult(s) in home attached

**6B. We also recommend obtaining a Police Vet for workers from overseas**

In addition to obtaining a NZ Police vet, you should ask them to provide copies of police certificates from their countries of citizenship and from any country in which they have lived for one or more years, within the last 10 years.

☐ Attached copy of police certificate from their countries of citizenship

☐ Attached copy of police certificate from any country in which they have lived for one or more years, within the last 10 years

When a person cannot provide an overseas police certificate:

☐ Attach proof of attempts to obtain a certificate

☐ Statutory declaration attached stating whether they have any overseas criminal convictions or not

**7. Risk Assessment**

Evaluate all the information you have gathered to assess the risk the candidate would pose to the safety of children if employed or engaged.

You must detail how all information gathered for the other components of the safety check (identity check, work history, interview, referee, membership, and Police vet) has been considered for the risk assessment.

REFLECT	Is the person safe to work with children?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Would the person support and adhere to your child protection policy, and actively contribute to a culture of child protection in your organisation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Are there any inconsistencies in information supplied, e.g., information not mentioned on the person's work history or during interview that was provided by the referee or in the Police vet?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Are there any patterns of concerning attitudes or behaviours? These can be subtle and wider than the presence or absence of criminal convictions.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Do you need to follow-up or gather any additional information, e.g., from another referee or more information from a referee already contacted?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Do you need to clarify any issues with the applicant directly, e.g., allowing them an opportunity to respond to any information that is unclear or inconsistent? Did they deliberately withhold information?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Do you need to talk to your manager about the person?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Assess the person to determine whether the person poses, or would pose, any risk to the safety of children.

ASSESS	I have assessed the person as posing	<input type="checkbox"/> no risk	to children
		<input type="checkbox"/> risk	
		<input type="checkbox"/> high risk	

	If the person does, or would, pose a risk, assess the extent of that risk.	
	Notes on the assessment of information and decision: <i>if the person has any convictions or comments on their Police vet, ensure you include these in your assessment notes.</i>	
Date of risk assessment:		
Manager:		
Signature:		Date:
Due date of next periodic safety check: <small>(Must not exceed three years)</small>		

## Procedure Name: Safety Checking of all Staff

The purpose of this operational procedure is to ensure appropriate compliance with Licencing Criteria GMA7A.

### Position Statement

The purpose of this procedure is to ensure all staff working within our childcare centre meet the safety check requirements specified in the Children's Act 2014. These measures are put in place to protect and improve the wellbeing of children and strengthen our child protection system.

### Issue Outline

The welfare and safety of children at our centre is our main priority. Following this procedure will greatly reduce the risk of any child being abused or harmed within this centre. Our teachers and staff are in a position of trust, robust staff safety checking will contribute to a level of confidence held by our families/whānau and community.

### Procedure Flowchart

#### Safety Checking New and Existing Employees under the Children's Act 2014

What Must Be Done	If you are employing a NEW employee	If you are safety checking an EXISTING employee
Confirm their identity	We must sight an original primary identity document (e.g. a passport) and a secondary identity document (e.g. a driver licence). One of the documents needs to contain a photograph or you will need to use an identity referee.  If your name has changed since the last safety check, you need to provide a supporting name change document as evidence (e.g.: marriage license).	We must sight an original primary identity document (e.g. a passport) and a secondary identity document (e.g. a driver licence). One of the documents needs to contain a photograph or you will need to use an identity referee.  If your name has changed since the last safety check, you need to provide a supporting name change document as evidence (e.g.: marriage license).
Do an interview	All new staff must participate in an interview that includes specific questions about their own attitudes, beliefs, and behaviours; and whether they have ever been convicted of an offence or a complaint made against their professional practice. At least 3 questions will specifically relate to requirements of the Children's Act 2014.	Not required

Ask for a work history	All new staff must provide details of their employment history for the previous five years. If there are any gaps in their employment history during that time an explanation must be given.	Not required
Check at least 2 referees	We will contact two referees, one of whom should be a supervisor or employer from a recent job. At least 3 questions will specifically relate to requirements of the Children's Act 2014.	Not required
Get more information	We will seek information from the Teaching Council that you have a current practising certificate.	At the three-year periodic safety check, we will verify with the Teaching Council that you have a current practising certificate.s
Do a Police Vet	<p>We obtain a Police vet report for all staff; or</p> <p>For teaching staff, we accept a registered teacher's current practicing certificate as evidence that a current Police vet check report has been obtained by the Teaching Council and that this has met their criteria for being of good character and fit to be a teacher; or</p> <p>For teaching staff, we require the original covering letter that accompanied your practicing certificate issued by the Teaching Council.</p> <p>For teaching staff applying for teaching roles from Overseas we will obtain a police report from the person's country of citizenship and from any country which they have lived for one or more years within the last ten years. If this is any country other than Australia, we will obtain this by contacting the appropriate police authorities in that country – Australian</p>	<p>We obtain a Police vet report for all staff; or</p> <p>For teaching staff, we accept a registered teacher's current practicing certificate as evidence that a current Police vet check report has been obtained by the Teaching Council and that this has met their criteria for being of good character and fit to be a teacher; or</p> <p>For teaching staff, we require the original covering letter that accompanied your practicing certificate issued by the Teaching Council.</p>

	police vets are completed through the NZ police vetting service	
Assess the risk and make your decision	We undertake a risk assessment, which involves consideration of all the above information and our judgement whether you are an appropriate person to be a children's worker at our centre.	We undertake a risk assessment, which involves consideration of all the above information and our judgement whether you are an appropriate person to be a children's worker at our centre.
Keep a record	We keep a dated record of the information we gathered and the date when safety checks need to be carried out again. These records are kept on each staff member's personnel file and will be retained for seven years after an employee leaves our centre.	We keep a dated record of the information we gathered and the date when safety checks need to be carried out again. These records are kept on each staff member's personnel file and will be retained for seven years after an employee leaves our centre.

### Relevant Background (including Legislation/Regulation/Licensing references)

Licensing Criteria 2008, Governance, Management and Administration; Professional Practices;

- **GMA7A** – A written procedure for safety checking all children's workers before they have access to children that meets the safety checking requirements of the Children's Act 2014

Children's Act 2014 and associated regulations.

Education (Early Childhood Services) Regulations 2008

Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015

### Implementation

Clear processes and procedures have been developed and staff trained to follow them.

### Review

Review annually or when there is a significant change in the area of the policy topic or the procedure.

<b>Authorised:</b>	Sarah Knipping and MC
<b>Date:</b>	15 July 2024
<b>Review Date:</b>	July 2025
<b>Consultation Undertaken:</b>	Management Committee

Utilise MOE Safety Checking Checklist – downloaded 7-6-2023:





## Sleep Policy

### Reason for our policy

Infants, toddlers, and young children need quiet times and the opportunity to rest or sleep during the day. The purpose of this policy is to ensure that children get the sleep they need at the Centre in warm, quiet, hygienic, and safe conditions and that parents/caregivers can access information about what sleep their child has had during their time at the Centre.

### Aims of our policy

- To ensure the health and well-being of children who sleep and/or rest while at the Centre.
- To have safe and appropriate spaces for children to sleep.

### Policy details

#### Sleep Area

The Centre has a designated sleep room within in the Bellbird Room area, and a designated quiet sleep areas within the Korimako and Penguin Rooms.

Children will generally sleep in the designated sleep space. However, there may be special circumstances which arise that mean it is more appropriate for a child to sleep elsewhere. This will be recorded on the sleep chart.

We have enough cots, stretchers, and warm, hygienic bedding to cater for every child that wishes to sleep.

The sleep area is well ventilated, warm enough for children to sleep in, and lighting is subdued.

Cots and stretchers that will be used by more than one child in the same week, are wiped down and cleaned between each use and are stored hygienically when not in use. All cots and stretchers that have been used are sanitized daily.

Each child that sleeps have their own linen which is kept in a named bag. This is laundered weekly (or more often if required due to wetting/soiling).

For cultural reasons, children do not sleep with their heads facing another child's feet.

## Sleep Monitoring

Staff regularly monitor sleeping children. No non-sleeping children or other adults may enter the sleep space while children are asleep (aside from a parent/caregiver who may enter the sleep space to wake their own child or pick up provided that their child is the only child in the sleep space at the time).

Sleeping children are checked for warmth, breathing, and general well-being at least every 5 minutes for children under the age of two years, or at least every 10 minutes for children over the age of two years. Checks may occur more frequently, according to individual need, by staff who physically enter the sleep room to carry out visual checks. These checks are recorded on our sleep chart and are available to parents.

Parents who wish to know their child's sleep pattern can ask one of the teachers or check the ***Sleep Chart***.

Children will have no access to food or liquids while in bed. No child will be put to bed with a bib or hooded top on.

Parents may request a child cease having a sleep. Staff, in consultation with parents, will gradually reduce the sleeping time of a child if appropriate.

All children rising from rest/sleep with wet clothes and/or nappies will be changed immediately.

## Implementation

The Centre Manager and Team Leader are responsible for:

- ensuring all staff are aware of this policy and our sleep procedure and are adequately trained to implement them
- ensuring that facilities and equipment are adequate
- ensuring this policy and our sleep procedure are consistently applied by staff and parents/caregivers

The Centre Manager and Team Leader is responsible for:

- ensuring the sleep procedure is displayed by the sleep room
- ensuring sleep records are kept

### **Alignment with our philosophy and other policies**

This policy is aligned with our Centre philosophy and our other Centre policies including our Parental Involvement and Communication Policy and health and safety policies.

### **Relevant Background (including Legislation/Regulation references)**

- Education (Early Childhood Education) Regulations 2008, Regulation 46(1)(a)(b)(c)
- Licensing Criteria 2008, Health and Safety (PF29, PF30, PF31, PF33, PF34, PF37, PF38, HS9, HS10, HS11)
- Te Whariki goal - wellbeing
- [http://www.changeforourchildren.co.nz/our\\_projects/safe\\_sleep\\_in\\_early\\_childhood\\_education\\_settings](http://www.changeforourchildren.co.nz/our_projects/safe_sleep_in_early_childhood_education_settings)
- Certificated e-learning programme 'Baby Essentials' at <http://www2.changeforourchildren.co.nz/>

### **Review**

Review annually or where there is a significant change in the policy topic.

<b>Approved:</b>	Management team
<b>Date:</b>	July 24
<b>Review Date:</b>	July 25
<b>Consultation Undertaken:</b>	Management and kaiako



## Staff Appointments & Exit Procedure

### References:

Employment Relations Act 2000;  
Education (Early Childhood Services) Regulations 47(1)(a) and 47(1)(e)  
Licensing Criteria for Early Childhood Education & Care Services 2008, Criteria GMA7 & GMA7A  
Children's Act 2014  
Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015

### Purpose

Kids' Reserve is committed to be a good employer ensuring that the best possible candidate is employed for a particular role and that all employees have the same chance to contribute and succeed at KR to the best of their ability.

Appointments of Teachers and other staff will be carried out by the Management Team<sup>3</sup>. At times a representative from the Management Committee may assist. Appointment of the Centre Manager is undertaken by the Management Committee. Staff appointments will be professional and ensure the appointment of a suitable candidate is in keeping with the centre's **Equal Opportunities Policy**, **"Child Protection Policy"** and aligning with the **Children's Act 2014**.

This procedure should be read in conjunction with the Safety Checking of All Staff Policy, and covers the following steps which must be taken when recruiting a new staff member:

1. Decide when a new staff member needs to be appointed
2. Advertise
3. Shortlist
4. Interview\*, and obtain information about work history\*
5. Verify identity\*
6. Reference checks\*
7. Conditional offer
8. Police Vetting\*, obtaining information from the Teaching Council\* & credit check (if applicable)
9. Risk assessment\*
10. Confirmation of appointment

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<sup>3</sup> Management Team comprises the Centre Manager, Team Leader/s and Centre Administrator

The steps marked with an asterisk are required under the Children's Act 2014, and are detailed further the Safety Checking of All Staff Policy and associated procedure. (The Safety Checking Policy also sets out requirements for continuing safety checks of existing staff.)

The publication Safer recruitment, safer children [PDF; 3.13MB] provides best practice guidance and Children's worker safety checking under the Vulnerable Children Act 2014[PDF, 1.2 MB] provides advice for organisations interpreting and applying the safety checking regulations.

#### *DECIDING WHEN A NEW STAFF MEMBER NEEDS TO BE APPOINTED*

Kids Reserve has an annual budget that the Centre Manager manages allowing for permanent and relieving positions necessary to ensure that the child: teacher ratios are maintained. Based on this, a decision can be made by the Management Team, in consultation with the Management Committee, that recruitment process can be initiated.

Teachers, permanent or relieving may also be employed to cover the following:

- annual and sick leave cover when staff are on leave
- non-contact cover so staff can complete non-contact teaching-related work
- Break cover (covering staff lunch and am/pm breaks)

#### *ADVERTISING*

- If there is an internal candidate who is interested in the position and the Centre Manager is satisfied that he or she ought to be appointed to the role, that appointment may be made. There is no requirement to advertise first.
- If the vacancy cannot be filled internally, it will be advertised in the Education Gazette, Trade Me and other newspapers/or internet services as necessary.
- The advertisement should ask candidates to send:
  - A Curriculum Vitae including the following:
    - Personal details including their name, any previous names and their current address;
    - Details of any academic or vocational qualifications;
    - A chronological list of previous employment (both voluntary and paid) with commencement and end dates for *at least the last five years* (this is a Children's Act 2014 requirement).
    - The name of any relevant professional body of which the person is a member, licensing body under which the person has a license, or registration body under which the person is registered (this is a Children's Act 2014 requirement).
  - Copies of relevant qualifications, professional certifications, licenses or registration documents.
  - Contact details of referees and the relationship between the candidate and the referee. The advertisement should be clear that these people will not be contacted without the specific consent of the candidate

## SHORT-LISTING

- Candidates are short-listed by the Centre Manager (**depending on qualifications, experience and their remuneration expectations**) and interviews organized.

## INTERVIEWING

### Organizing the interview

- Candidates should be interviewed face-to-face if at all possible. If it is not possible, a Skype interview rather than a phone interview should be preferred.
- Candidates should be interviewed by at least two people, the Centre Manager and the person who will manage the successful candidate (or an equivalent if there is no direct manager available).
- Let the candidates know well in advance where and when the interview will be, who will be interviewing them, and what will be expected of them. If it would be helpful to see an example of their written work (to assess their writing ability), ask them to either email it ahead or bring it with them. If they will be spending time with children, let them know and tell them to dress appropriately (ie, casually).
- Ask the candidate to bring with them, both:
  - A primary identification document:**
    - New Zealand passport
    - Overseas passport (may include New Zealand immigration visa or permit)
    - New Zealand emergency travel document
    - New Zealand refugee travel document
    - New Zealand certificate of identity (issued under the Passports Act 1992 to non-New Zealand citizens who cannot obtain a passport from their country of origin)
    - New Zealand certificate of identity (issued under the Immigration Act 1987 to people who have refugee status)
    - New Zealand firearms licence
    - New Zealand full birth certificate that is issued on or after 1 January 1998 and that carries a unique identification number
    - New Zealand citizenship certificate
  - A secondary identification document:**
    - New Zealand driver licence
    - 18+ card
    - Community services card
    - SuperGold Card
    - Veteran SuperGold Card
    - New Zealand student photo identification card
    - New Zealand employee photo identification card
    - New Zealand electoral roll record
    - Inland Revenue number
    - New Zealand issued utility bill, issued not more than 6 months earlier
    - Steps to Freedom form from Corrections
- At least one of these needs to be photo ID.

## The interview

- The interview is an important opportunity to assess the applicant's knowledge, skill, character, fitness for the role, and fit with Kids' Reserve's philosophy and culture.
- During the interview, the interviewers should ask open-ended questions and encourage discussion, including the candidate's experience and/or attitudes toward child safety.
- The candidate should also be given enough information for them to make a decision about whether Kids' Reserve is a good fit for them. For example:
  - Explain the monthly reflections and appraisal system.
  - Discuss Centre philosophy and vision and explain how this is reflected in the daily curriculum of the centre.
  - Candidates should be informed about the Management Committee's role.
  - Encourage the candidate to ask questions.

Candidates should visit the room the appointment is for and interact with the children for a few hours so that other teaching staff can observe. A candidate should never be left alone with a child.

### VERIFICATION OF IDENTITY

The interview is a good time to verify the applicant's identity. If for some reason it cannot be done at the interview (for example if they forget to bring the documents), it can be done later, but *identity must be verified before any appointment is confirmed* (this is a Children's Act 2014 requirement).

- The person responsible for appointing the candidate needs to see and record that they have seen both a primary and secondary identification document as listed above.
- Original copies of qualifications are to be sighted and copied, and signed by the Centre Manager) that they are "Certified sighted that it is a copy of the original" (and dated), and kept on file;
- Educational records should be checked with the learning institute (and provide an opportunity to learn more about a person's honesty.)

Refer

<https://www.legislation.govt.nz/regulation/public/2015/0106/latest/DLM6482266.html> for details on identification requirements.

### REFERENCE CHECKS

- At least two, preferably three referees should be contacted one of which must be with a recent employer. Do not contact anyone without getting the candidate's consent first.
- The candidate's current employer should be contacted if agreed (some candidates may not consent unless they are the preferred candidate)
- If a business address or phone number is available, use this as it will assist in verifying the referee's identity.
- Inform the referee that the candidate has consented to the reference check and has agreed that the conversation can be in confidence (ie, not reported back to the candidate) if the referee wants that. Ask the referee whether or not they want the conversation to remain

confidential. Make sure you record this information.

- Ask the referees to verify that relevant portions of the candidate's CV are accurate, their knowledge and reflections on the candidate, including safe practices with children as part of the discussion.
- If any allegations or concerns arise from the reference checks, the candidate should be given an opportunity to respond. Any allegations or adverse comments relating to child protection issues should be taken seriously. Consider any evidence of the allegation and whether other sources can be contacted that might provide more information.
- Notes from referee discussions will be placed on the staff member's personnel file.
- If the references received are not aligned to the strategic direction of the Kids' Reserve, the application should not go any further.

#### *CONDITIONAL OFFER*

- Following the interview and reference checks, a conditional offer should be made to the preferred candidate, subject to the safety check being completed.
- The preferred candidate must complete the **"New Employee"** form which contains relevant information for **Police Vetting** to be undertaken and a risk assessment is also completed by the Management Team;

#### 1. POLICE VETTING\*, OBTAINING INFORMATION FROM THE TEACHING COUNCIL\* & CREDIT CHECK (IF APPLICABLE)

- For teachers who have current registration and practicing certificates:
  - we will check with the Teaching Council to ensure there are no endorsements that reflect concerns over the teacher's safe practice with children, AND
  - We can rely on the police vet undertaken by the Teaching Council, in which case we request a copy of the Police Vet from the Teaching Council for our records.
- For all other candidates, we use the Police Vetting Service via a secure email: [queryme@police.govt.nz](mailto:queryme@police.govt.nz)
- Candidates must consent to being vetted: a New Zealand Police Vetting Service Request and Consent Form must be completed
- Candidates who have lived overseas must provide copies of police certificates from their countries of citizenship and from any country in which they have lived for one or more years within the last ten years.
- If any of the convictions listed in schedule 2 of the Children's Act 2014 are disclosed, the person cannot be employed. Refer <https://www.legislation.govt.nz/act/public/2014/0040/latest/whole.html#DLM5501909>
- If any other convictions are disclosed, it is likely the candidate will be unsuitable. However, consideration should be given to the possibility that the conviction is so historic and irrelevant to child care, that the candidate should not be disqualified. Consider:



- The relevance of the conviction to child-related work and safeguarding children. An offence against children or other vulnerable people has an obvious relationship. Patterns of fraudulent offending can also be a concern, given the importance of trust in the children's workforce.
- The context of the role being screened for. A conviction for drink driving may be more prejudicial for a school bus driver than another role but may still give concern for working with children.
- How long ago the conviction was. Convictions followed by a long period without reoffending may indicate successful rehabilitation but don't guarantee it.
- The age of the candidate at the time of the offending. Convictions occurring when the candidate was young, followed by a sustained period of non-offending may indicate that the candidate has successfully rehabilitated.
- Any relevant information gathered will be placed on the staff member's personnel file.
- For Centre Manager and Centre Administrator roles, a credit check must be obtained, with prior authorisation from the candidate.

## RISK ASSESSMENT

A **Risk assessment** is to be completed considering:

- (a) whether the person poses any risk to the safety of children as a children's worker; and
- (b) if the person does, or would, pose such a risk, the extent of that risk

The risk assessment must be recorded and kept on the person's employment file.

Undertaking a risk assessment:

- Use professional judgement to identify patterns of concerning attitudes or behaviours. These patterns can be subtle, and people conducting safety checks should be considering information holistically, rather than only looking for 'red flags' like the presence (or absence) of relevant criminal convictions.
- Indicators should always be considered in context. A criminal conviction, gaps in employment history, or a negative referee can have different significance depending on the context. People should be given the opportunity to respond to concerns about their suitability.
- This is an expression of our judgement, based on all the information available above together with consideration of our centre values, that each staff member is a fit and proper person to be a children's worker at our centre.
- Consider whether you need to seek outside expert advice, further referees (or seek more information from previously contacted referees) and to raise any issues with the children's worker, including where information is unclear or inconsistent.
- We document this risk assessment as a signed and dated statement that is included in each staff member's personnel file.

## CONFIRMATION OF APPOINTMENT (GMA7A)

- Once the above is completed and a **'satisfactory'** result is received for safety check, the Management Team discusses remuneration with the candidate (within the confines of the budget) and a staff contract is completed giving candidate a copy of the centre's **"Appraisal Policy", and "Code of Conduct"**.
- A letter of confirmation is sent to the prospective candidate, advising the hours of work and any other relevant information.
- The Centre Manager or Team Leader meets with the successful candidate in the first week to discuss the daily routines and other general aspects of centre life relevant to the work requirement.
- The new staff member is provided with a documented orientation and induction into the Centre which outlines all policies and procedures, and receives ongoing support.
- After a Teacher or staff member has been employed at Kids Reserve for 3 months, another time is made to further discuss how things are going at the centre, and any areas of improvement, areas of concern etc

## OFF-BOARDING

- All employees are offered exit interviews (in the form of documentation to complete beforehand or a meeting with a member of the Management Team or Management Committee). This is a good opportunity to critically look improvements/suggestions and whether any aspect of the employment requires attention.
- Outcomes from the exit interview process are reported to the Management Committee whenever the next meeting is due to commence so that any improvements/suggestions can be addressed.
- Final payment of wages is completed at a time as discussed between the centre and the Teacher or staff member.
- On the staff member's departure, offboarding will include removal of that staff member's access to all Kids' Reserve systems (eg StoryPark) and any related authorisations they hold.

Authorised:	Management team
Date:	Oct 24
Review Date:	October 2025
Consultation Undertaken:	KR team



## Summer holiday period

### Aim & Rationale

To ensure the Kids Reserve community enjoy a restful summer break, and to ensure clarity around this time.

### Policy Details

Kids Reserve closes for a 2-week period over Christmas and New Year, allowing staff and children a reasonable rest in the holiday break.

There will be no reimbursement or reduction in fees for the period that the centre is closed during the Summer holiday period.

The Centre Management Team will ensure that parents are informed in advance of the actual dates the centre will be closed each year.

### End of year Closure Time:

The centre will **close at 1pm** on the last day of the year that children attend the centre.

The centre will re-open after a 2 week break, or at a different time if agreed by the Centre Management team and Management Committee.

### Alignment with our philosophy and other policies

*This policy is aligned with our Centre philosophy and our other Centre policies including our Parental Involvement and Communication Policy and health and safety policies.*

### Relevant Background (including Legislation/Regulation references)

### Review

Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Tumuaki
<b>Date:</b>	23-5-2024
<b>Review Date:</b>	May 2025
<b>Consultation Undertaken:</b>	Kr Kaiako and MC



## Supervision of Children

### Aim & Rationale

Tamariki at Kids Reserve are supported in a caring nurturing environment with Teachers who are qualified and suitable to care for them. It is important that formalities and rules are adhered to as a point of reference to show this is occurring.

### Responsibilities:

Kids Reserve has a responsibility for all children in its care and it is important that parents/whānau know their child is looked after in a secure and safe environment. It is important that teachers are also aware of this expectation.

### Ratios:

The Ministry of Education's ratios are 1:5 for children under the age of 2yrs and 1:10 for children over the age of 2 years; however, Kids Reserve manages excellent ratios throughout the day:

**Bell-Bird & Korimako (Infant & Toddler) Rooms:**

**Approx. Teacher/child ratio 1:3** (approx under 2 ½ yrs)

**6 permanent teachers**

**Penguin Room:**

**Approx. Teacher/child ratio 1:4** (approx under 3 ½ yrs)

**3 permanent teachers**

**Tui Room:**

**Approx. Teacher/child ratio: 1:8** (under 5 yrs)

**2 permanent Teachers**

Teachers commence in each of the 4 rooms at staged intervals between 7:45am and 8:45am, and finish at staged intervals between 4pm and 5.15pm so that these staff to children ratios are maintained throughout the day.

### Medication:

Only permanent teachers are permitted to give any medication to children and this must be witnessed and signed by another permanent staff member. **(HS28-HS29)**. Medicines are stored safely away from children.

### Emergencies:

Monthly emergency evacuations are undertaken so that both the teachers and children are comfortable and confident with the process **(HS8)**. These occur at differing time and on different days of the week so that all children experience these. Teachers organize these evacuation drills (Earthquake, Fire and Shelter) they have turns at the various tasks associated with the drill procedure and evaluate them after.

### Nappy Changes:

Nappy times are considered a one on one special time between a teacher and a child; children are always treated with dignity and respect **(HS3)**. All nappy changes are undertaken by a teacher approved by the Team Leader, Supervisor or Centre Manager.

### Food and Nutrition (for further information refer to Nutrition and Food Policy):

- Children will not be left unattended when eating food.
- Teachers will supervise children at meal times in regard to hazard of choking **(HS22.)**
- Children will be held by a Teacher while drinking from their bottle as these provide one on one special bonding time with the teacher and child. Infants under the age of 6 months and other children unable to drink independently are held semi upright when being fed. Any infant milk/food given to a child under the age of 12 months is of a type approved by the child's parent. **(HS23)**
- Children are expected and encouraged to wash their hands before handling food.
- Formula should be handled and stored carefully and made up as close as possible to feeding time. Chat to Team Leader for further information.

### Indoor/Outdoor Play:

All teachers whilst involved with children's play must be effective in supporting all children in the area they are responsible for. They should scan the area where children are playing ensuring that they are playing appropriately.

Children are **not** permitted to play outdoors without a teacher present. The outdoor setup should be age appropriate and should be changed frequently to provide a variety of experiences.

If more children choose to play outdoors, the teacher must decide whether all children play outside and thereby having more teachers and children in one area for successful supervision and to support the play of children.

### Excursions (for further information refer to Excursion Policy):

Regular excursions are undertaken in the centre with an educational aim for the children's interest. A permanent registered teacher is always included in the ratios for this. Excursion forms are completed by the teacher and the Supervisor or Centre Manager also authorize each excursion to ensure ratios are adhered to and an assessment of any risk is undertaken each time children leave the centre. **(HS17.)**

### Adult: child ratios

- For normal conditions the centre will abide by the adult: child ratio of 1:2 or 1:3 (when children remain restrained in prams or back packs) for Korimako and Bellbird rooms, 1:4 for the Penguin Room, who also use **Wrist Buddies**) and 1:6 for Tui children to ensure the safety of the children.
- Other conditions where children could be at risk (e.g. near water, swimming, where there will be large groups of people) written permission stating the adult: child ratio will be obtained from the parent/whānau.
- There should be a minimum of two teachers on every excursion when children are taken out of the centre as a safety precaution.
- Name tags and vests are provided for all children on 'planned excursions' as a safety precaution showing the name and contact details of the centre.

### Sleep Room:

#### (For more in-depth information, refer to Sleep Policy)

- The sleep room will not be unattended for more than 4-8-minute intervals **(HS9)**
- Teachers check sleeping children individually for comfort and assess their breathing. A sleep chart will be signed to indicate this has occurred.
- Sleeping and resting children are supervised to ensure they are safe and undisturbed when sleeping.
- The centre will provide documentation showing children's sleep times and record the times that teachers check children for warmth, breathing and general well being (at least every 4-8 minutes) or more frequently according to individual needs.
- All teachers should have clear access to at least one side of the cot or sleep tray and arranged so the area surrounding each child allows sufficient air movement to minimize the risk of spreading illness.
- All children should be able to sit or stand safely as they wake **(HS10)** and do not have access for food or liquids while in bed **(HS9)**;

### General:

Children are **not** permitted in the store room, art area or laundry without a teacher present. Children are only permitted in the kitchen area with the Cook or a teacher present.

If a Teacher leaves a room when supervising children, they may not do so until a replacement Teacher arrives to cover them.

For further information read individual policies in the Operations Manual.

- **Alignment with our philosophy and other policies**  
*Child Safety, Centre Philosophy*
- **Relevant Background (including Legislation/Regulation references)**

PF2, HS23,

- **Review**
- Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Tumuaki Shayna McGee
<b>Date:</b>	20-5-24
<b>Review Date:</b>	June 2025
<b>Consultation Undertaken:</b>	Kaiako and MC



## Te Tiriti O Waitangi

### Principle:

Kids' Reserve acknowledges Te Tiriti o Waitangi as Aotearoa New Zealand's founding document, which affirms Māori rights as tangata whenua. As such we assume a shared obligation for protecting Māori language and culture.

New Zealand is an increasingly multicultural nation, and the Tiriti is inclusive of new settlers.

### Vision:

As teachers we are committed to honouring Te Tiriti o Waitangi in our practice. We will ensure that Te reo Māori and tikanga Māori both survive and thrive

### Procedures:

- Tangata whenua will be both acknowledged and recognised
  - All children will have access to Te reo Māori and Tikanga
  - Teachers will weave this everyday into the curriculum naturally.
  - All teachers will have knowledge of Tikanga and Te reo Māori to work respectfully and effectively within the context of Aotearoa. It is teachers' professional responsibility to develop their own knowledge of Te Ao Māori, Te reo Māori and Tikanga Māori.
  - Teachers will discuss and share with others appropriate practice and learning with regard to tikanga Māori. Tangata whenua will be consulted whenever there is discussion around how tikanga principles will be enacted through our practice as a team.
  - Teachers will endeavour to use Māori frameworks such as the following appropriately through the assessment process, in particular for ākonga Māori. Including: Te Whatu Pōkeka (2009), Te Wheke (Pere, 1991), Te Whare Tapa whā (Durie, 1998), Tātaiako
  - Professional development and resource funds will be made available for teachers to extend their knowledge and support children's learning linked to Te Ao Māori.
  - All children will have opportunities to connect to, respect and care for Papatūānuku
  - To support our learning and commitment to Te Tiriti o Waitangi the team choose a whakatuaki and waiata to be used throughout the centre with the children.
- 
- **Alignment with our philosophy and other policies**



- *This policy is aligned with our Centre philosophy and our other Centre policies*
- **Relevant Background (including Legislation/Regulation references)**
  - ECE Regulations Curriculum
  - Te Whāriki (2017) Our code, our standards.  
Te Tiriti o Waitangi
- **Review**
- Review annually or where there is a significant change in the area of the policy topic.

<b>Approved:</b>	Tumuaki Sarah Knipping
<b>Date:</b>	July 2024
<b>Review Date:</b>	July 2025
<b>Consultation Undertaken:</b>	Holly (Tangata Whenua), Fay and Sita (leadership team)



## Washing Sick And Soiled Children

**Reference: Education (Early Childhood Services) Regulations 2008, Regulations 45, 46  
Licensing Criteria for Early Childhood Education & Care Services 2008, PF26, HS30**

### Principle:

The centre will provide a high-quality environment where a child's physical and emotional well being is protected and nurtured.

### Rationale:

In the event of a child requiring to be bathed (due to excess soiling or other type of illness), staff will perform this task in a relaxed manner to ensure the child feels at ease.

### Procedure:

**(Blue towels are specifically for bathing/showering children).**

#### **For use when children are washed in the Under 2's sink chub:**

- Teachers gather clean clothing, plastic bag/s, fresh nappy & **appropriate towel**.
- Teachers to lift child onto the nappy changing pad and remove soiled clothing. Refer NAPPY CHANGING & TOILET HYGIENE procedure re *Storage & disposal of soiled clothing & nappies*.
- Place child into the chub and gently wash child with soap to clean body;
- Lift child back onto pad and gently dry. Teachers to use gentle soothing voices;
- Teacher to discuss with Centre Manager (depending on timing, when appropriate) to ring parent and/or isolate child;
- Place wet towel in to the laundry bin labelled **"bath towels"**;
- Return and clean up area;
- Return and spray mat with bleach solution **(1:10 strength) and leave for 30 seconds before wiping off;**
- Wash hands and dry before returning to tend other children.

#### **For use when children are showered after an incident:**

- Teachers gather clean clothing, plastic bag, fresh nappy or underwear and a **Blue towel**;
- Teacher to ask another Teacher to ring parent to inform them of the incident so they can organise to collect child from Centre;

- Teachers to carry or take child into the shower; remove soiled clothing. Refer NAPPY CHANGING & TOILET HYGIENE procedure re *Storage & disposal of soiled clothing & nappies*;
- Teacher to run shower, getting the temperature correct, before letting child under the shower head;
- Wash child gently with soap to clean body;
- After shower, dry child in respectful unrushed manner and dress child;
- Place wet towel into the laundry bin labelled **“bath towels”**;
- Return to shower area as soon as appropriate (or get another Teacher to help) by spraying all walls in shower room with bleach mixture; **(1:10 strength) and leave for 30 seconds before wiping off**; in particular behind walls of toilet area;
- Teacher ensures all cleanliness standards are adhered to and child isolated with Teacher until parent arrives to take child home.

<b>Authorised by:</b>	Management team
<b>Last Update Date:</b>	Oct 2024
<b>Review Date:</b>	Oct 25
<b>Consultation Undertaken:</b>	KR staff and management