



Raphael House Kindergarten Operational Policies and Procedures

INTRODUCTION

Our policies are developed by our kaiako, whānau, management to clarify our principles and describe the best way to apply them. The agreed policies and procedures are written to support our kaiako, whānau, relievers and management to guide them in their everyday practice. The aim of these policies is to ensure consistent, safe and quality practice.

The policies are to be reviewed periodically in collaboration with our kaiako, whānau, management and governance. Our policy file is shared with new families and new employees. This gives us a shared understanding of agreed content, rationale, and procedures.

Word/Kupu Key

tamariki = children tamaiti = child kaiako = teachers

whānau = family mātua = parents or guardians mana = identity

kōrero = conversations kai = food taonga = treasure

whanaunatanga = kindship kaitiakitanga = guardianship



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RAPHAEL HOUSE

RUDOLF STEINER SCHOOL

Policies are written and reviewed as part of regular meetings.



Curriculum and Philosophy Policy

Rationale:

To describe what our special character means to the Kindergarten and constitute a framework through which governance and management ensure our special character is delivered, visible and reflected in all that we do.

Policy Statement:

As well as upholding the New Zealand Early Childhood Curriculum Te Whāriki, the Kindergarten has a 'special character' aligned with the philosophy of Waldorf Education, which is based on the principles outlined by Rudolf Steiner.

This policy gives the framework through which the Kindergarten can align its governance, management, curriculum and pedagogy to its philosophy while meeting its requirements as an Early Childhood Centre.

Procedures:

1. Strong daily rhythms, week, seasons and festivals will form the basis of the Kindergarten programme.
2. Regular access to the natural and sustainable outdoors environment is part of the daily rhythm.
3. The Kindergarten will provide a warm, welcoming and inclusive environment.
4. Our play materials are open ended, supporting the holistic way that tamariki learn and nourishing their imagination, senses and creativity.
5. Learning happens through self-directed play, rhythm and imitation.
6. Kaiako engage in ongoing professional reflective practice.
7. Kaiako are allocated time for the purposes of planning, assessing and evaluating the programme.
8. Planning ensures that the curriculum facilitates and enhances the learning and development of all tamariki at the Kindergarten.
9. Ongoing evaluation allows kaiako to respond to the needs, interests and strengths of tamariki, enhancing learning and enabling continual improvement.
10. Staff are encouraged to attend professional development courses, and this is included in the Kindergarten annual budget.
11. Mātua are informed of their child's learning and development.
12. Observations of each tamaiti are carried out and contributions made to their Learning Journey Folder are delivered to mātua.



Enrolment and Attendance Policy

Rationale:

To ensure enrolment procedures are clear to support families and meet Ministry of Education Regulations, and to maintain a full roll in order to ensure financial viability for the Centre.

Policy Statement:

The Kindergarten will maintain a waitlist and regularly fill available spaces while meeting Ministry of Education Regulations.

Procedures:

1. The Kindergarten will accept tamariki in the age range from 4 to 6 years.
2. Management will ensure that the roll is managed within the maximum capacity of 50 tamariki per day, as stated in the license issued by the Ministry of Education.
3. The Executive Officer handles enrolment enquiries and waiting lists.
4. Enrolment priority will be given in the following order: Tamaiti of a staff member of Raphael House, tamaiti sibling attends or attended Raphael House, tamaiti attended the Steiner Cottage or Wellington City Rudolf Steiner Kindergarten, tamaiti attended another Steiner kindergarten in New Zealand or overseas, tamaiti has attended a Steiner playgroup.
5. Prospective families must follow these steps:
 - a) Attend a Special Character Talk.
 - b) Complete and return a pre-enrolment form
 - c) Attend an enrolment interview
 - d) Tamaiti to attend a day visit, and mātua to receive an Enrolment Pack
 - e) Enrolment to be completed and returned prior to tamaiti starting date
6. The Parent Handbook is to be provided to all new families.
7. All parents/caregivers enrolling tamariki at the Kindergarten are required to have established a connection with, and commitment to, the special character of the centre
8. When enrolling a child, parents will be asked to provide information about their child's culture, language, specific interests, strengths, and special requirements.
9. The Kaiako will assess the needs of each new tamaiti prior to admission.
10. Discretion will be used by the Kaiako and Principal in regards to enrolling tamariki on the waitlist in order to ensure a well-balanced roll and the wellbeing of the group, taking into consideration the age range and developmental needs of tamariki attending each session.
11. Enrolment and attendance records will be kept for at least 7 years and made available to authorised persons on request.



Transitions Policy

Rationale:

The Kindergarten is committed to supporting all tamariki and their whānau during their transition into the Kindergarten and departure from the Kindergarten.

Policy Statement:

Each transition will be planned through consultation and collaboration with whānau to ensure that each child's transition is positively supported and appropriate to their individual needs.

Te Whāriki:

Belonging/Mana Whenua: Children experience an environment where they feel comfortable with the routines, customs and regular events.

Procedures:

1. With support of information from the Enrolments Officer, Kaiako can visit and observe tamariki attending at the Steiner Cottage and the Wellington Rudolf Steiner Kindergarten prior to tamariki starting at Raphael House Kindergarten.
2. Kaiako may also pay home visits to create a connection with whānau prior to tamariki starting at Raphael House Kindergarten.
3. Parents should allow time for themselves and their tamariki to settle into the new environment. Each tamaiti settles at their own pace.
4. A caregiver who is familiar to the tamaiti will be welcome to support the tamaiti into the Kindergarten when they are first starting.
5. When the tamaiti is first dropped off, but still settling in, the adult must be available to be contacted and to come to the Kindergarten at short notice.
6. Kaiako will respond to the individual needs of the tamaiti in regards to the settling in process and engage in ongoing dialogue with caregivers in order to ensure a positive and consistent approach is taken.
7. Kaiako should gather as much information from caregivers as possible about the child, such as daily routine and comforters required at the centre (for example a special toy) in order to support the settling process.
8. Tamariki transitioning to school are supported by the Transition Teacher. The Transition Teacher role starts from the last term of their last year in Kindergarten, until the end of the first year in Class 1.



Māori as Tangata Whenua

Rationale:

We respect the unique position of Māori as Tangata Whenua in Aotearoa/New Zealand. We encourage awareness and appreciation of the bi-culture heritage of our country. We support the Tiriti o Waitangi and the use of te reo Māori as a living language alongside tikanga Māori.

Policy Statement:

At the Kindergarten we include tikanga Māori (Māori culture) and Te Reo Māori in our curriculum.

Te Whāriki:

Belonging/ Mana whenua: Children know they belong and have a sense of connection to others and the environment.

Communication/Mana Reo: Children experience an environment where they experience the stories and symbols of their own and other cultures.

Procedures:

- All team members will have knowledge of tikanga Māori and te reo Māori and demonstrate respect for tikanga Māori to work effectively within the bi-cultural context of Aotearoa.
- All team members integrate te reo me ngā tikanga Māori into all aspects of the centre's environment and curriculum, including rhythms, rituals and regular events.
- All tamariki are supported to understand, respect and appreciate te reo me ngā tikanga Māori.
- Tamariki are supported to become aware of their ancestral heritage and the history of Aotearoa through stories, myths and legends.
- Kaiako will discuss and inform others of appropriate practice with regard to tikanga Māori to increase awareness of the partnership inherent with Te Tiriti o Waitangi.
- Language prompts are displayed within the centre.
- Kaiako greet tamariki, mātua, colleagues and phone enquiries in both Māori and English.
- Kaiako develop meaningful relationships with whānau and respect their aspirations for their tamariki.
- Professional development funds and time are made available for kaiako to extend their tikanga and te reo knowledge.
- Kaiako and management endeavour to make, find, and provide Māori and natural teaching resources.
- Where possible, each centre's curriculum is developed in partnership with Māori to provide genuine opportunities for participation and to enhance learning outcomes for tamariki Māori.



Kaitiakitanga Policy

Rationale:

At the Kindergarten we value the importance of adopting sustainable practices in caring for the environment. We see tamariki as future kaitiaki, guardians of the taonga that is our planet. We believe that the early years are a fundamental time to foster in tamariki a love and respect for the natural world.

Policy Statement:

We endeavour to uphold sustainable practices in caring for the environment and offer tamariki the opportunity to observe and partake in these.

Te Whāriki:

Exploration/Mana Aotūroa: Children experience an environment where they develop working theories for making sense of the natural, social, physical and materials worlds.

Procedures:

1. Tamariki will be offered on-going opportunities to observe and, when they choose, engage in the procedures and practices of caring for the environment role-modelled by kaiako.
2. Tamariki will learn to value the environment through storytelling and waiata.
3. We will ensure our outdoor environment reflects a natural setting as much as possible.
4. We are committed to minimising waste and recycling.
5. We encourage families to minimise waste by not including packaged and wrapped food in their child's lunchbox.
6. We support and encourage families and Kaiako who choose to walk and/or cycle to the Kindergarten.
7. We are committed to engaging in on-going reflection and improvement of our practices to ensure they are as sustainable as possible.



Equity Policy

Rationale:

At the Kindergarten we are committed to recognising tamariki as individuals and valuing their unique contributions. Each tamaiti is ensured the same care and education regardless of ability, gender, age, ethnicity, culture or socio-economic background.

Policy Statement:

At the Kindergarten we promote the development of positive self-concept and sense of belonging in tamariki by valuing them as individuals.

Te Whāriki:

Contribution/Mana Tangata: Children experience an environment in which there are equitable opportunities for learning irrespective of gender, ability, age, ethnicity or background.

Procedures:

1. All tamariki can be enrolled at the Kindergarten.
2. Kaiako at the Kindergarten will encourage all tamariki to:
 - Develop positive relationships with other people
 - Appreciate other people's points of view
 - Show consideration, thoughtfulness and care for others
 - Develop an awareness of right and wrong, fairness and justice
 - Develop a positive self-concept
 - Begin to understand diversity of other people
 - Be confident in their own culture
 - Understand and respect other cultures.
3. Kaiako are made aware of, and respect, individual needs, diversity and home-life through engaging in communication with caregivers.
4. We ensure our programme and environment reflects and cherishes the diversity of our tamariki.
5. Kaiako are aware of their interactions with tamariki and adults in the environment to ensure it is non-discriminatory, positive and accepting of diversity.
6. Kaiako at the Kindergarten uphold Te Tiriti o Waitangi by authentically reflecting bi-cultural practices within the programme.



Inclusion of Tamariki with Special Needs Policy

Rationale:

To ensure all tamariki have access and equitable opportunities at the Kindergarten.

Policy Statement:

The Kindergarten will ensure tamariki with special needs are given equitable opportunities to attend and are positively and holistically supported in their learning journey.

Te Whāriki:

Belonging/Mana Whenua: Children experience an environment where they know they have a place.

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

Procedures:

1. Tamariki with special needs will be given equitable opportunities to attend the Kindergarten and will not be excluded from any area of the programme unless this is the wish of their caregivers.
2. Kaiako will work collaboratively with mātua, Education Support Workers and outside support services and attend individual development programme meetings where necessary.
3. If necessary the centre will provide funding for kaiako to further their knowledge and skills relating to the needs of tamariki attending The Kindergarten.
4. The centre will seek to acquire resources necessary to best support the developmental needs of tamariki with special needs.
5. If we do not have the expertise to support and enhance a particular child's development, the matter will be discussed with mātua and the leadership team regarding specialist services that may better meet the child's needs.



Behaviour Guidance Policy

Rationale:

To ensure adults give positive guidance, and have consistent approaches in responding, to children's social learning and behavioural challenges.

Policy Statement:

Kindergarten kaiako will positively model, and respectfully reinforce and guide, appropriate behaviour whilst holding the tamaiti in reverence and maintaining their dignity and mana at all times.

Te Whāriki:

Belonging/Mana Whenua: Children experience an environment where they know the limits and boundaries of acceptable behaviour.

Procedures:

1. All adults are expected to role-model acceptable and respectful behaviours (e.g. gentle touching, sitting while eating, appropriate interactions and communication, and resolving conflict peacefully).
2. It is recognised that social learning and self-regulation are significant parts of development during the early years and all tamariki will be positively supported and empowered within this aspect of their learning.
3. Kaiako (and where appropriate other adults) will be consistent in guiding acceptable behaviours by following the Behaviour Guidance Strategies Procedure, while taking into account individual developmental stages, temperament and cultural heritage.
4. Kaiako will work together with mātua/whānau to develop Individual Plans to support positive behaviour and social learning where necessary.
5. All new staff will be inducted into the Kindergarten Behaviour Guidance Strategies Procedure.
6. Confidentiality will be maintained at all times in order to uphold the dignity and mana of the tamaiti experiencing behavioural challenges.
7. No behaviour guidance will involve any form of physical ill-treatment, solitary confinement, immobilisation or deprivation of food, drink, warmth, shelter or protection.
8. When a tamaiti is hurt by another, a kaiako will comfort the tamaiti and attend to and record any injuries as necessary.
9. Specialist services will be used as needed and in consultation with mātua/whānau.
10. The Early Childhood regulations will be upheld at all times.



Behaviour Guidance Strategies Procedure

- Kaiako are mindful that young tamariki learn through imitation and endeavor at all times to be worthy role models demonstrating a calm, positive yet clear manner. Kaiako work out of understanding and empathy and foster secure and positive relationships with all tamariki.
- Every tamaiti is given positive guidance and is never exposed to blame, harsh language, belittling, labelling, discrimination, exclusion or degrading responses from kaiako.
- Kaiako always refer to the behaviour itself rather than labelling the child. For example, “It’s not ok to hit, this hurt your friend. Please use your words to ask for the toy instead.”
- Specific praise and encouragement will be used to positively reinforce desirable behaviours. For example, “I like the way you shared that with (child’s name).”
- Guidance will focus on what tamariki can do, in preference to what the tamariki cannot do. For example, “We may walk inside” or “Gentle hands.”
- Where possible kaiako will anticipate inappropriate behaviour and use re-direction to guide the tamaiti towards more appropriate activity. For example, “Let’s try digging with the spade.”
- Kaiako will offer explanations of why there are limits to behaviour. For example, “We don’t throw toys inside because they may break.”
- When it is safe to do so kaiako will allow tamariki opportunities to resolve mild conflicts themselves as this can offer valuable social learning. In this instance kaiako will stay close by and observe in case they need to step in to offer support.
- Kaiako promote peaceful conflict resolution strategies which empower tamariki and support their social learning. For example, by allowing a tamaiti time to correct his or her behaviour, and offering ways they might do so such as “Your friend is using that toy but there is another one behind you.”
- If behaviour persists, kaiako will give tamariki clear boundaries while empowering tamariki with choice. For example, “If you would like to stay in the sandpit you need to use gentle hands, otherwise we will go and find something else to do. What’s your choice?”
- Extremely inappropriate behaviour will result in “inclusionary time-out”. For example, if the behaviour is distracting, upsetting or hurting other tamariki, a kaiako will go with the tamaiti and together they will have some time away from the group to calm and regulate.
- Kaiako will respond to ongoing behavioural challenges by implementing shadowing where an adult is always close by to prevent harm and to offer immediate support and guidance.
- Kaiako will discuss tamariki at regular meetings and share ways to assist the tamariki to ensure the programme, and teaching strategies being implemented, best support the learning and wellbeing of the tamariki.



Child Protection Policy

Rationale:

This policy outlines our commitment to child protection. It includes our protocols when child abuse is reported to us or suspected by us. It also includes practice notes on measures to be taken to prevent child abuse. Staff are expected to be familiar with this policy and to abide by it, helping our tamariki stay safe from physical, emotional and sexual abuse.

Policy Statement:

We have an obligation to ensure the wellbeing of tamariki in our care and are committed to the prevention of child abuse and neglect and to the protection of all tamariki. The safety and wellbeing of the tamaiti is our top priority when investigating suspected or alleged abuse.

We support the roles of the New Zealand Police and Oranga Tamariki in the investigation of suspected abuse and will report suspected/alleged abuse to these agencies.

We support whānau to understand how to protect their tamariki.

Te Whāriki:

Well-being/Mana Atua: Children experience an environment where they are kept safe from harm.

Principles:

1. The interest and protection of the tamaiti is paramount in all actions.
2. We have a commitment to ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and are able to take appropriate action in response.
3. We are committed to supporting all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure our approach to child protection is consistent and high quality.
4. Staff will attend Child Protection courses at least every three years to ensure we are up to date with legislation.
5. We are committed to share information in a timely way and to discuss any concerns about an individual tamaiti with other kaiako and Principal.
6. We are committed to promote a culture where staff feel confident that they can constructively challenge poor practice or raise issues of concern without fear of reprisal.
7. This policy will be reviewed every year.
8. Confidentiality will be respected as far as possible for the welfare of the child, staff member or whānau involved.
9. The Kindergarten employment procedures will include thorough checking of applicant work histories, police vetting and making contact with the previous employers and referees.



10. Limit access to the Centre to: employees, trust members, enrolled families and approved visitors (such as families expressing an interest in enrolling their tamariki, Ministry of Education representatives, contractors, etc). An adult will immediately greet any visitors and identify who they are. Visitors must sign the visitor book and will always be accompanied by a staff member.
11. Tamariki at the Kindergarten do not have access to electronics (tablets, phones, TVs), and the books we offer are carefully selected. Pornographic or violent material (electronic games, DVDs, websites, magazines, etc) is not available to children.

Identifying possible abuse or neglect

Child Abuse is defined in the Children, Young Persons and their Families Act as “the harming (whether physically, emotionally, or sexually), ill-treatment, abuse, neglect or deprivation of any child or young person.”

Emotional Abuse

Emotional abuse occurs when a child’s emotional, psychological or social well-being and sense of worth is continually battered. This includes confinement, isolation, verbal assault, humiliation, intimidation, or any other treatment that may diminish the sense of identity, dignity, and self-worth. We also include exposure to Family Violence in this category.

Neglect

Neglect is a pattern of behaviour that occurs over a period of time and results in impaired functioning/development. It is a failure to provide for a child’s basic needs.

Physical Abuse

Physical abuse can be caused from smacking, punching, beating, kicking, shaking, biting, burning or throwing the child. Physical abuse may also result from excessive or inappropriate discipline or violence within the family, and is considered abuse regardless of whether or not it was intended to hurt the child. Physical abuse may be the result of a single episode or of a series of episodes.

Sexual Abuse

Sexual abuse includes acts or behaviours where an adult, older or more powerful person uses a child for a sexual purpose. There are 2 different types of child sexual abuse. These are called contact abuse and non-contact abuse.

- Contact abuse involves touching activities where an abuser makes physical contact with a child, including penetration. It includes: sexual touching of any part of the body whether the child’s wearing clothes or not; rape or penetration by putting an object or body part inside a child’s mouth, vagina or anus; forcing or encouraging a child to take part in sexual activity; making a child take their clothes off, touch someone else’s genitals or masturbate.



- Non-contact abuse involves non-touching activities, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing. It includes: encouraging a child to watch or hear sexual acts; not taking proper measures to prevent a tamaiti being exposed to sexual activities by others; meeting a tamaiti following sexual grooming with the intent of abusing them; online abuse including making, viewing or distributing tamaiti abuse images; allowing someone else to make, view or distribute tamaiti abuse images; showing pornography to a child; sexually exploiting a tamaiti for money, power or status (tamaiti exploitation).

Indicators of potential abuse may include:

- 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, falling behind in school, poor speech and social skills).
- Emotional abuse/neglect (e.g., sleep problems, low self-esteem, 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, eating disorders/substance abuse, disengagement/neediness, aggression). • The child talking about things that indicate abuse (sometimes called an allegation or disclosure).

Indicators of potential neglect may include:

- Physical signs (e.g., looking rough and uncared for, dirty, without appropriate clothing, underweight).
- Developmental delays (e.g., small for their age, cognitive delays, falling behind in school, poor speech and social skills).
- Emotional abuse/neglect (e.g., sleep problems, low self-esteem, obsessive behaviour, inability to cope in social situations, sadness/loneliness and evidence of self-harm).
- Behavioral concerns (e.g., disengagement/ neediness, eating disorders/substance abuse, aggression).
- Neglectful supervision (e.g., out and about unsupervised, left alone, no safe home to return to).
- Medical neglect (e.g., persistent nappy rash or skin disorders or other untreated medical issues).

Responding to suspected abuse or neglect

It is essential to continue to maintain a confidential record, including observations of the child's behaviour for some time following an allegation or incident. All suspicions or observed incidents or reports of incidents should be reported directly to the Principal as soon as possible, who will immediately take steps to protect the child(ren) and record the report.

If there is clear evidence or reasonable cause to believe an instance of tamaiti abuse has taken place, the Principal shall notify Oranga Tamariki: 0508 326 459. If we believe a tamaiti is in immediate danger, we will contact the Police.



Procedure for responding to suspected abuse or neglect

1. Ensure the child's immediate safety – do not alert the suspected abuser.
2. If a child tells of abuse; listen; have a conversation; don't interrogate them.
3. Believe what children tell you and what you see.
4. Say you're glad they told you and you're sorry it happened. Let them know it's not their fault and that you'll do your best to help.
5. Do not ask further questions and do not put words in the child's mouth.
6. Allow them to tell only as much as they want.
7. Continue to support the child.
8. Always take action in the short term to ensure the immediate safety of the child. This may mean contacting the Oranga Tamariki or the police if you think there is an immediate risk of the child being abused again.
9. Record clear concerns and observations, factual statements with dates using the '*Record of Incident or Allegation*' form.
10. Anyone can take a concern directly to the relevant agency, but if possible and safe to do so, try not make decisions alone. Consult with someone experienced. If there is no short-term risk, take time to consult thoroughly in order to make a well-informed decision. Remember that every situation is different and that it's important to consider all available information about the child and their environment before reaching conclusions.
11. If there are suspicions or allegations of abuse by a staff member, the Head Kaiako or Centre Manager must immediately ensure that the suspected individual does not have any contact with any children. A risk assessment must be undertaken. If there is insufficient evidence to pursue a criminal prosecution, then a disciplinary investigation may still be undertaken if there is "reasonable cause to suspect" that abuse may have occurred and internal disciplinary procedures may follow.
12. If a child behaves or speaks in an inappropriate/sexualised way, (such as wanting to hide and touch other children or adults), the Kaiako will observe this closely and record their observations. This could indicate that the child has been abused. The Kaiako must bring this to the Head Teacher's and Centre Manager's attention, follow steps 9 and 10 to ensure the child's safety and fill out a '*Record of Concerning Sexual Behaviour*' form.

Child Safety Team

Together the Kaiako and Principal form the Child Safety Team at the Kindergarten. The Child Safety Team is responsible for reviewing and implementing the policy of the Centre. These staff members are given initial training in child abuse and are to attend refresher meetings as they become available, and ensure that policy and implementation of policy is culturally sensitive and up to date.



Child Health and Safety Policy

Rationale:

To ensure the health and safety of tamariki at the Kindergarten.

Policy Statement:

The Kindergarten will maintain health and safety practices that ensure the well-being of all involved with the Kindergarten. The Kindergarten ensures that there are effective procedures in place that focus on children's well-being in the event of an accident.

Te Whāriki:

Well-being/Mana Atua: Children experience an environment where their health is promoted, their emotional well-being is nurtured and they are kept safe from harm.

Procedures:

1. All staff will work together to maintain and comply with required levels of health and safety as defined in the Early Childhood Regulations 2008.
2. All injuries, illnesses and incidents will be recorded in the accident book and brought to the attention of whānau at pick up time. The record must include the child's name, date, time, description of the event, any actions taken and by whom. The person collecting the tamaiti will be asked to sign the relevant page in the accident book.
3. This policy and all procedures relating to Child Health and Safety will be reviewed at least annually.
4. When a health and safety issue with furniture, equipment or materials is identified, the Principal will be advised and the issue is to be resolved as quickly as possible.
5. Daily formal hazard checks are completed each morning using the established health and safety checklist.
6. A hazard management document is used to identify existing risks and stipulate how we manage those.
7. Kaiako are required to hold a current first aid certificate and to display it on the kaiako folder.

Injuries and accidents

8. In the event of a child or staff member having an accident, kaiako will:
 - a) attend to the person quickly and calmly
 - b) make a quick assessment of the situation and the casualty
 - c) diagnose the condition based on: the incident, the casualty's history and signs and symptoms and will apply appropriate treatment
 - d) use gloves for personal protection if there is blood involved and ensure that the blood is cleaned from any surfaces using disinfectant. Any contaminated clothes will be bagged and thrown away.
 - e) fully inform the other kaiako about the injury/accident



- f) seek help from other staff for support if required
- g) monitor the person to make sure their condition is not deteriorating

Minor injuries and accidents

- 9. Types of injuries that are considered worthy of reporting to a parent upon pick up include cuts, grazes, falls from a height and knocks to the head.
- 10. Kindergarten kaiako will give first aid and inform one another about what has happened.
- 11. A kaiako will inform mātua of the incident and what first aid was given on collection.

More serious injuries and accidents

- 12. A more serious injury would be a hard knock to the head or a limb, falling awkwardly from a height.
 - a) Kindergarten kaiako will contact the parent immediately.
 - b) Kindergarten kaiako will contact Hutt Hospital or the child's doctor.
 - c) Kindergarten kaiako will notify the management team by email about the incident, as soon as possible after the session.

Very serious injuries and accidents

- 13. A very serious situation would be if a child is knocked unconscious or is having trouble breathing.
 - a) Kindergarten kaiako will contact emergency services by phoning 111 immediately.
 - b) Kindergarten kaiako will contact whānau immediately.
 - c) Kindergarten kaiako will notify the management team with a phone call and an email about the incident as soon as possible.

Follow up for serious and very serious accidents and illnesses

- 14. All serious and very serious accidents will be followed up by a meeting between whānau and Kindergarten staff.
- 15. All serious and very serious accidents will be followed up with an incident investigation and report to satisfy health and safety legislation.
- 16. A specified agency will be notified (any or all of the following: NZ Police, Ministry of Health, Oranga Tamariki, Worksafe NZ and the Teaching Council). The Ministry of Education will also be notified at the same time.

General Safety Rules

- a) Tamariki will be appropriately supervised at all times.
- b) Tamariki will not be left alone on the change table.
- c) Tamariki are not to use chairs inappropriately, e.g. no standing on chairs, (except when standing on the bench to prepare food with Kaiako).
- d) Tamariki are not allowed in the kitchen under normal circumstances. Hot food and drinks will be kept out of reach of tamariki.
- e) Tamariki are not to climb on hand railings or playing equipment that is not meant for climbing such as tables or book shelves.



- f) Tamariki are to be encouraged to sit at all times when eating or drinking.

Illness

17. Kaiako will refer to Ngā Kupu Oranga when dealing with illness of both tamariki and staff.
18. If a tamaiti at the Kindergarten has a minor illness, they will be kept isolated as much as possible and caregivers will be notified to collect the tamaiti as soon as possible.
19. If needed, kaiako will temporarily isolate and care for a sick tamaiti in the office.
20. In the case of serious illness, kaiako will assume responsibility for getting medical aid if required and notifying mātua as soon as possible.
21. In the case of a vaccine-preventable disease occurring in the Kindergarten community, Ministry of Health guidelines will be followed. Tamariki who are not immunised may be asked to stay away from the Kindergarten for a period of time.
22. In the case of a contagious illness the Kindergarten management will notify all families via email.
23. If a staff member has or is suspected to have an infectious or contagious disease or condition they will not be permitted to come in contact with the children.

Exclusion guidelines

24. Tamariki or staff who have been vomiting are excluded from the centre until at least 24 hours after the last vomiting episode.
25. Tamariki or staff who have had diarrhoea are excluded until at least 48 hours after the last loose bowel motion episode.
26. Mātua will be notified to collect their child if he/she is unsettled over a period of time and/or unable to comfortably participate in the programme.
27. Tamariki who are absent due to a notifiable illness will be recorded in the illness register according to the Regional Public Health recommendations.

Medicines

28. The whānau of tamariki requiring medicine while at the Kindergarten must give written authority including details of the medicine by filling out a medicine register form. This gives the authority for non-medical staff members to have responsibility for administering the medication to the child.
29. The whānau of tamariki requiring medication are responsible for maintaining the medicine by checking expiry dates, cleaning Ventolin spacers, ensuring right dosage.
30. Kaiako must provide medicine to tamariki as directed by whānau and record details in the medicine register form. Kaiako will inform mātua/caregivers when the child is picked up if any medication has been given in session.
31. Pamol/paracetamol or any other medication will only be administered if it is prescribed for a specific condition. Pamol/paracetamol is not considered a preventative or as a treatment for colds or lack of sleep and will not be administered for those reasons.
32. Appropriate information and training will be given to staff members who administer medication.



33. Clearly labelled medicine will be safely stored out of reach of children, (in the kitchen cupboard or in the fridge).
34. Medicine may be given by a doctor or ambulance officer in the case of an emergency.

First aid kit

35. The Kindergarten has comprehensive first aid kits in each room.
36. All first aid kits are maintained on a regular basis.
37. First aid is to be given, when possible, away from other children.
38. Gloves are to be worn at all times when dealing with any blood or body fluids when giving first aid.

Allergies

39. If a tamaiti has an allergy, whānau will tell kaiako when enrolling their tamaiti and provide details in the enrolment form.
40. The child's allergy will be noted in the kitchen on the 'allergy chart'. This chart has details of each tamaiti with allergies, what they are allergic to, symptoms and treatment as well as any dietary preferences.
41. If a tamaiti requires treatment for possible allergic reactions, medication procedures must be followed.

Immunisation

42. In accordance with Ministry of Health requirements mātua are asked to show their child's immunisation certificate on enrolling.
43. Management will record the child's immunisation status in the immunisation register, so that in the case of an outbreak, any tamariki who are not immunised must be removed from the centre until the incubation period of the disease is passed and no further cases are reported.

Cleaning

44. The Kindergarten employs a cleaner who cleans the centre at the end of each day.
45. Working bees are held for major cleaning such as window cleaning.
46. Kaiako are responsible for cleaning toys and equipment. A cleaning schedule is used to keep track of what has been done for the month.
47. A bleach solution is used on all high risk areas.
48. To avoid cross contamination, cleaning cloths are differentiated so staff can ensure they are only used for their specific purpose. A visual instructional guide is located in the kitchen.

Handwashing

1. Hand washing will be observed when staff and tamariki are:
 - Preparing/handling food
 - Before eating



- After using the toilet
 - Before and after giving first aid
2. Staff and tamariki will apply the 20/20 rule when washing hands ie. 20 seconds washing, 20 seconds drying.
 3. Tamariki will participate in/be taught correct hand washing procedures, depending on age and stage of development.
 4. The bathrooms are set up to foster independence; tamariki can access the basins and stools are provided for those who need it in order to reach the taps.
 5. There are taps and soap dispensers over the hand-washing basins in the bathrooms.



Laundering of linen

Rationale:

To ensure the adequate laundering (on-site and off-site) of linen used by the tamariki and the adults.

Policy Statement:

All linen provided by the centre is washed hygienically.

Te Whāriki:

Well-being/Mana Atua: Children experience an environment where their health is promoted.

Procedures:

- Tea towels, towels, sleeping bags and bed linen to be washed periodically.
- Families are rostered to take washing home to launder weekly, or as required.
- Laundry will be handed to mātua in separate bags.
- The linen is to be washed in a separate load, away from the normal household wash.
- Pillow cases are to be changed weekly.
- Bedding to be washed at least twice per term.
- Bathroom and kitchen linen must be washed separately from bedding linen to avoid cross contamination.
- Soiled clothing will be washed separately.
- All washing must be done in hot water with an adequate amount of sensitive laundry detergent.



Toileting and Nappy Changing Policy

Rationale:

Safe, hygienic and consistent practices are maintained and tamariki are treated with dignity and respect where they are empowered to be active participants in each care moment.

Policy Statement:

Nappy changes and assisted toileting are respected as meaningful learning experiences where tamariki are empowered to participate in their own routines.

Te Whāriki:

Well-being/Mana Atua: Children experience an environment where their health is promoted. Children experience an environment where their emotional wellbeing is nurtured.

Procedures:

1. Nappy changing and/or toileting care moments are viewed as an important time to foster relationships.
2. Tamariki will only be changed in the designated nappy changing area.
3. All required items must be in place before the change starts: disposable gloves, paper towels, hand sanitizer, wipes, nappy bags and any other necessary supplies available/ready next to the mat.
4. While there is a tamaiti on the nappy changing table, staff need to be able to keep one hand on the tamaiti at all times (i.e. be within arm's length).
5. Disposable gloves must be worn by staff to help prevent the transmission of infectious diseases during nappy changes. However, gloves must be used appropriately to be effective. Staff responsible for changing nappies need to remember the following points:
 - Gloves are single use only – that is they must be changed and disposed of between each child.
 - Gloves can carry and transfer germs as well as hands. Gloves in themselves provide no greater protection against cross contamination than bare hands.
 - The wearing of gloves is not a substitute for hand hygiene and hands must be washed in between nappy changes.
6. Soiled nappies or pull-ups, wipes and gloves are to be placed in the nappy bag and secured, then disposed of into the bin. If the tamaiti wears cloth nappies the liner will be disposed of in the nappy bin and the used nappy will be sealed in a plastic bag to be taken home with the child's parent that day.
7. After each tamaiti has been changed, the area will be cleaned and sanitised with disinfectant and a paper towel and adults will wash their hands. Bleach diluted in water ratio 1:5 is to be used to sterilize the changing mat. Staff to ensure that a filled spray bottle is available for adult use, and that this is stored so that it is inaccessible to tamariki at all times.



8. Sick or soiled tamariki will be hygienically washed in the shower. The shower will be washed down with disinfectant after use.
9. Details of each change will be recorded on the nappy change chart. Staff member undertaking the nappy change is to sign off the change of nappy and any topical creams applied (e.g. barrier cream for nappy rash as per instructions provided by mātua).
10. Staff to inform mātua when supply of nappies/wipes are running low. Wipes and nappies are supplied by mātua
11. When a tamaiti requires a nappy change at the Kindergarten the following procedures are carried out by kaiako to ensure the child's safety and wellbeing:
 - a) The tamaiti is invited to have their nappy changed.
 - b) A soiled nappy will be changed on the nappy change table, however if a tamaiti has a wet nappy they may choose to be changed standing on the step by the basin.
 - c) While changing the child's nappy the adult will interact with the tamaiti in a positive way, communicating what is going to happen, providing full attention and ensuring the experience is a collaborative one to promote partnership.
 - d) After the nappy change has taken place the kaiako will encourage the tamaiti to wash hands.
 - e) Nappies are disposed of in the nappy bin.
 - f) When finished the kaiako will support the tamaiti back into play.
12. A tamaiti is never rushed to learn how to toilet themselves. Instead, kaiako will support the natural development of toileting and ensure developmental readiness and interest. Kaiako will communicate to mātua about the process of toilet learning at home and at the centre to support a consistent approach.
13. When a tamaiti requires supported toileting at the Kindergarten the following procedures are carried out by kaiako to ensure the child's safety and wellbeing:
 - a) The tamaiti is invited to come to the toilet.
 - b) They are encouraged to pull down their own clothes and sit on the toilet.
 - c) The kaiako remains available while the tamaiti is on the toilet and then encourages them to use toilet paper, pull up their clothes and wash hands.
 - d) When finished the kaiako will support the tamaiti back into play.



Sleeping Children Policy

Rationale:

To ensure children's safety and well-being.

Policy Statement:

The Kindergarten will provide an environment where children's health and well-being is protected and promoted.

Te Whāriki:

Well-being/Mana Atua: Children experience an environment where their health is promoted.

Procedures:

1. During a child's settling in period, kaiako and mātua/whānau will discuss the child's sleeping needs and routines. The needs and routines will be monitored during the child's time at the Kindergarten.
2. All tamariki are provided with the opportunity to rest after lunch.
3. Mātua will provide familiar bedding and comforters if appropriate.
4. Kaiako will ensure rest time is a positive and peaceful experience.
5. No food or liquid will be given to the tamaiti while in bed. Such needs will be met before rest time.
6. If a tamaiti falls asleep, kaiako will record their sleeping time on the sleep chart and will carry out five minute physical checks to ensure the warmth, breathing and general well-being of sleeping tamariki.
7. Temperature of the sleeping room will also be recorded in the sleep chart, and should not be less than 18°C.



Healthy Food Policy

Rationale:

To ensure all food prepared is served and stored hygienically and healthy nutritious eating messages are promoted to tamariki, mātua/whānau and kaiako.

Policy Statement:

We ensure hygienic practices occur in regard to food and promote children's health and well-being through the provision of a balanced diet.

Te Whāriki:

Well-being/Mana Atua: Children experience an environment where their health is promoted.

Procedures:

1. Each tamaiti is required to bring in a piece of fruit, a packed lunch and a snack box to eat while at Kindergarten. We ask that the foods provided meet the New Zealand Ministry of Health Guidelines. For example, foods high in fat, sodium, or sugar content are to be kept to a minimum.
2. The Kindergarten becomes a nut-free zone when there is a child enrolled with a nut allergy.
3. We encourage families to minimise waste by not including packaged and wrapped food in their child's lunch box.
4. A healthy and well-balanced lunch is prepared by the kindy on Tuesdays and Thursdays, with participation from the tamariki.
5. The kai provided for tamariki takes into consideration any allergies and dietary requirements.
6. The food provided will abide by the licensing criteria which prohibits providing certain foods and specifies how other foods must be prepared. The Kindergarten will provide information for whānau upon enrolment to let them know of the guidance that has been developed by the Ministry of Education in the publication 'Reducing food-related choking for babies and young tamariki at early learning centres'.
7. Hand washing and general hygiene routines are observed when adults and tamariki are handling food.
8. Each Kindergarten room has a kitchen with a sink for food preparation and dish washing. An oven is provided in each room for heating food. A dishwasher is provided for hygienically washing dishes.
9. Paint and art supplies are cleaned separately in the downstairs washroom.
10. Each Kindergarten room has a fridge-freezer to keep food at a temperature at or below 4.C, and protects food from vermin and insects. The fridge freezer is cleaned once a week.
11. Perishable foods will be disposed of according to instructions on their package.
12. Kitchen surfaces and tables used for serving food on them are kept hygienically clean.



13. There is a lock fitted to ensure tamariki cannot access the kitchen without adult supervision.
14. Drinking water is always available to tamariki and tamariki are discouraged from sharing cups.
15. Celebrations that include food will be considered positive and social rituals. A celebration cake may be provided from home and consideration will be taken in regards to tamariki with allergies on the day.
16. Kaiako encourage tamariki by role-modelling healthy eating when they have shared kai times together.
17. Kai times will be a pleasurable and unhurried time together.
18. The Kindergarten will provide a safe physical environment for tamariki while they are eating, including: tamariki shall sit while eating and will be supervised at all times with an appropriate ratio of adults to tamariki.
19. There will be set meal times as part of the rhythm of the day and to ensure kaiako can sit with tamariki while they eat.



Sun Protection Policy

Rationale:

Exposure to ultraviolet (UV) radiation in childhood is a major risk factor for developing skin cancer later in life. By implementing a best-practice Sun Protection Policy and practices, early childhood education and care services can help protect staff, educators and children from UV radiation and teach children good sun protection habits from an early age.

Policy Statement:

We will provide an environment where children's health is protected and promoted.

Te Whāriki:

Well-being/Mana Atua: Children experience an environment where their health is promoted.

Procedures:

Outdoor sun protection practices during October to March period include:

1. Sun protection practices are required at all times when outside.
2. Minimise outdoor activity between 11am and 2pm.
3. Caregivers are encouraged to apply sunscreen to their tamaiti before arriving at the Kindergarten and record this in the attendance register for kaiako.
4. The Kindergarten will provide sunscreen to be applied if necessary, and kaiako will help the tamariki to apply their sunblock.
5. Everyday kaiako keep track of tamariki who have had sunblock applied to, and when they are due to have it reapplied.
6. When outside tamariki must wear sun hats which protect face, neck and ears and appropriate clothing, for example no less than a t-shirt and nappy/knickers.
7. Mātua are encouraged to bring named wide-brimmed sun hats for their tamariki. If they are unable to, we provide spare hats.
8. Adults are encouraged to model sun safe behaviours by using sunscreen, hats and appropriate clothing.
9. The Kindergarten has areas which are permanently shaded in the outdoor environment.



Smoke free and Alcohol/Substances Free Policy

Rationale:

Preventing exposure to the effects of smoking and alcohol/substance abuse protects the health and well-being of tamariki and their whānau.

Policy Statement:

We are a smoke-free environment both inside the building and within the immediate boundaries of the outdoor area. Alcohol is not accessible to tamariki. Any adults at the Kindergarten must not be under the influence of any mind/body altering substances.

Te Whāriki:

Well-being/Mana Atua: Children experience an environment where their health is promoted and where they are kept safe from harm.

Procedures:

1. No smoking, vaping or alcohol/substance use is permitted at the Kindergarten or within view of the premises.
2. The Kindergarten displays notices clearly indicating that the Kindergarten is a non-smoking, vaping-free environment.
3. The health and safety of tamariki is paramount. Adults who appear under the influence of alcohol or any other mind/body altering substance that has a detrimental effect on their functioning will not be given responsibility of any child.
4. If a teacher is being impaired by alcohol, a drug, or another substance while responsible for the care of a child or children, it would be a case of serious misconduct resulting in instant dismissal (see Disciplinary Policy for procedure).
5. If an intoxicated adult is attempting to collect a tamaiti, see Drop off & Pick up policy.



Excursions Policy

Rationale:

To ensure the health and safety of tamariki whilst on excursions.

Policy Statement:

In the event of excursions, this policy is to ensure that there will be adequate child/adult ratios and tamariki will be closely supervised, adults will role-model road safety practices and kaiako will ensure Kindergarten policies are maintained.

Te Whāriki:

Belonging, Goal 1: Tamariki experience an environment where connecting links with the whānau and the wider world are affirmed and extended.

Procedures:

1. The Kindergarten will develop a specific risk assessment and management plan for each excursion within their local community. This will include:
 - a) The names of adults and tamariki involved.
 - b) The time and date of the excursion.
 - c) The location, method and route of travel.
 - d) Assessment and management of risk.
 - e) Adult to child ratios.
 - f) Evidence of parental permission and approval of ratios for both regular and planned excursions.
2. Parents will be notified of any excursions planned for the tamariki, including details of the location of the outing, route, form of transportation and risk assessment.
3. Signed parent permission will be sought for all excursions. For regular excursions, which are part of the ongoing planned and consistent routine of education and care, this will occur at the time of enrolment. For special excursions, this will occur prior to the excursion taking place.
4. Appropriate ratios will be maintained in line with the risk assessment. Ratios will be maintained with consideration to the ages and abilities of the tamariki, and will not exceed government regulation.
5. Adults will supervise tamariki at all times, with no tamariki going out of view.
6. Kaiako will conduct regular roll calls and head counts while out on all excursions.
7. Kaiako will not deviate from the planned outing route unless this route becomes unsafe.
8. All kindergarten policies will be upheld by staff whilst on excursions.
9. Kaiako will take with them a backpack of required equipment, including first aid supplies, water, nappies, kai, any medication for tamariki and adults on the trip, the Health and Safety folder with current emergency contacts list, and a mobile phone which will be kept on at all times.



10. On any excursion, there must be at least one staff member who holds a First Aid qualification per 25 tamariki. If tamariki remain at the kindergarten, one staff member to every 25 tamariki must hold a First Aid qualification as well.
11. Only long term, qualified relief kaiako, approved by the Principal, will be permitted to take tamariki on regular excursions. Special excursions will only be undertaken when permanent staff (both kaiako and assistant) are present.
12. Mātua and whānau are invited to participate in excursions and will be counted in the adult: tamaiti ratio. They will be made aware of their responsibilities under the risk assessment plan and this policy before leaving the Kindergarten.
13. If parents/volunteers bring along siblings then the ratio must be adjusted accordingly.
14. Parents may be required to meet the cost of any special outing. Notice will be given of any cost involved. Tamariki will not be excluded from outings because a parent cannot afford the outing. In this instance, outing budgets will be evaluated to decide if the excursion can go ahead.
15. Should tamariki need to travel by private motor vehicle, they will only do so in a car seat secured by a seat belt that complies with Land Transport Rules made under the Land Transport Act 1998. The adult driving must hold a current full driver's license and the car will have a current warrant of fitness and registration.
16. If a tamaiti is lost: Stay calm, alert, and focused. Find the nearest employee or security person: give them a specific description of the tamaiti. Gather as a group while one adult looks for the tamaiti. If a tamaiti cannot be located within 10 minutes of being separated from the group, the police must be contacted and the mātua informed.



Emergency Policy

Rationale:

To ensure proper procedures are followed in an emergency.

Policy Statement:

The Kindergarten will provide clear emergency procedures and will fulfil our duty of care to provide and protect the health and safety of tamariki in an emergency situation.

Te Whāriki:

Well-being/Mana Atua: Children experience an environment where they are kept safe from harm.

Procedures:

1. Kaiako, parents and visitors are informed of the Kindergarten emergency procedures.
2. Fire Action Notices displayed in the building summarise the evacuation procedures, where the place of safety is, and how to get to it. These notices will inform any visitors to the building what they should do along with verbal instructions from staff.
3. Tamariki are taught fire and earthquake procedures by practicing fire drills termly at the Kindergarten. Lockdown drills will be practiced by staff when tamariki are not on site, as they could cause undue fear and anxiety.
4. Drills are recorded and kept on file, and staff will debrief practices to evaluate the effectiveness of our plans.
5. The Kindergarten will notify the Fire and Emergency New Zealand of our fire drills at least six-monthly to maintain our Fire Evacuation Scheme approved by Fire and Emergency New Zealand.
6. All heavy furniture is secured and stored items appropriately restrained.
7. Exit routes are fully accessible and kept clear.
8. The Kindergarten will maintain a Health and Safety folder with emergency plans, which includes:
 - emergency contact details for tamariki and staff,
 - current allergy and medication action plans,
 - useful phone numbers,
 - civil defense checklists, first aid checklists,
 - emergency procedures for different scenarios, including copies of relevant policies,
 - a site evacuation plan of the premises,
 - a reunification release form,
 - emergency drill procedures and records



9. First aid supplies are kept in containers in each kindergarten room.
10. Each kindergarten room has a civil defence backpack outside the back of each room.
11. First aid kits and civil defence supplies are updated at least yearly.
12. In an emergency situation where phone coverage and internet may be unavailable the staff know to use the portable radio to tune in to either Radio New Zealand, The Hits, NewstalkZB, MoreFM and Magic Talk to check for updates from our local emergency management officials.
13. Any other person at the Kindergarten at the time of an emergency, such as a visitor, contractor or parent, will be required to follow our instructions.
14. All teaching staff are trained to instruct visitors to evacuate. If required staff may also instruct visitors to assist with the evacuation of others if required.
15. In any emergency situation, Kaiako will exercise their duty of care and remain until the last child has been picked up.
16. Kaiako are supported and encouraged to have a plan and be personally prepared so they are able to perform their duty of care.
17. In a civil defence emergency the Kaiako will use text to contact whānau, (keeping phone lines free for emergency calls).
18. To facilitate reunification, we will keep a written record for each tamaiti stating the location and time they were collected, where they were being taken and a photograph, name and contact number/s of the person who collected them.
19. All reasonable steps will be taken to reunite the children with their parents or caregivers. In circumstances where that is not possible, alternative arrangements must be made in consultation with the Police or Oranga Tamariki.
20. Raphael House Steiner School is a Community Emergency Hub. In case of a civil defence emergency we will welcome whānau to stay at the Kindergarten if that is where they feel safest.
21. As well as first aid training, Kaiako are encouraged and supported to participate in psychological first aid training to help tamariki during and after an emergency event.
22. Emergency Plans must be reviewed and updated annually.

Fire

- In the event of a fire the occupants will be alerted by either the smoke detectors or the adult who noticed the fire.
- The first person to notice the fire will alert all the other adult occupants of the fire by shouting 'Fire!'.
- The Warden (Fabiana Tato) will coordinate the evacuation. If the Warden is not present, the Person Responsible (Trudi Orme) will coordinate the evacuation. The Warden or Person Responsible will be responsible for receiving reports from other



staff and liaising with the attending firefighters to update them on the status of the evacuation.

- In the event that neither the Warden nor the Person Responsible is present, another permanent teacher must coordinate the evacuation.
- The staff member who is first to notice the fire will use the emergency equipment to fight a small fire (if safe to do so).
- The Warden will dial 111 Fire and Emergency himself or direct another adult to do so. The Person Responsible will confirm that this has been done.
- Teachers will immediately start singing the ‘Follow’ song and helping the children exit the building by the quickest and safest route.
- We are licensed to have up to 50 children, ages 4-6 years old. They line up and walk independently to the assembly area. In the event that a child/children need assistance, they will be carried by teachers.
- Any adults or visitors requiring assistance are directed to communicate this to a teacher. Teachers are trained to provide assistance to anyone who needs it.
- Teachers will check each room in the building is clear of people as they evacuate and report to the Warden at a place of safety. The Warden will monitor the status of the evacuation and when all rooms are reported as being clear will determine that the evacuation is complete. The Warden will report that the evacuation is complete (or the status of the evacuation if it is still in progress) to Fire and Emergency when they arrive.
- If it is safe to do so, the Person Responsible will take the attendance register, the emergency bag, the Health & Safety folder and any medication required by children attending.
- We will assemble at the Park.
- The Warden will call the roll and make sure all occupants are present
- The Warden/Person Responsible (identified by wearing an high visibility vest) will receive reports and inform the status of the evacuation to the firefighters on their arrival from the marked assembly place in the carpark.
- We will remain with the children in the assembly area until the Fire and Emergency New Zealand provides assurance that the danger is over.
- We can go back inside if it is safe to do so, or will call guardians and wait with the children in the place of safety until they are collected.

Earthquake

- The room teachers will direct the tamariki into “turtle position” (DROP, COVER and HOLD) when they become aware of an earthquake, and if possible, talk through the shaking to reassure the tamariki and make sure they are and stay well positioned.
- Teachers will decide when the danger is over, and then proceed to the next step.



- Teachers will take the roll to make sure all are present, check for injuries and damage, and reassure the tamariki that they are safe.
- Expect aftershocks and be ready to go back to safe positions.
- The Person Responsible will then check the building for hazards. If the building appears unsafe, follow the evacuation procedure.
- If it is safe to remain at the Kindergarten, and there is no immediate danger, kaiako and tamariki will remain on site until all tamariki have been collected by their caregivers.

Evacuation plan

- An evacuation will be necessary when it is unsafe to remain at the Kindergarten but should only be considered as a last resort.
- In many cases the event could be sudden and evacuation will be an immediate, urgent need, such as a chemical spill or toxic smoke from a nearby fire.
- In the event of a localized threat, we will evacuate to the Park.
- In case of a more expansive threat, off site evacuation location is the Lower School grounds.
- Kaiako will contact the guardians, or authorised person as soon as practicable.
- Staff will remain in accordance with regulatory ratios until all tamariki have been collected.

Violent Threat – Lockdown Procedure

- A lockdown procedure will be used anytime a threat is present that requires children to be protected inside or in a safe location away from the centre. It may be requested by emergency services or by staff because of an intruder threat.
- A threat prompting lockdown can be an armed intruder, an angry relative, a person under the influence of drugs and alcohol, an aggressive dog, a swarm of wasps, etc.
- Depending on the location of the threat, children will be escorted to safety either inside or outside the building. Kaiako will have to quickly assess the situation and decide what the safest place will be.
 - a) Lockdown within the building (shelter in place):
 - Kaiako will use the code words 'Peanuts outside' to alert other staff members that there is a threat outside.
 - If the threat was first noticed by someone at the centre, notify the Police as soon as possible on 111.
 - Children will be escorted into the centre.
 - Once all are gathered inside: lock all doors, close and lock windows, shut curtains and turn off the lights.
 - Check the roll to make sure all are present
 - Keep everyone quiet and away from windows and doors, and remain low to the ground
 - Stay this way until advised by Police that the lockdown is over.
 - b) Lockdown outside the building:



- o Kaiako will use the code words ‘Peanuts inside’ to alert staff members that there is a threat inside.
- o If the threat was first noticed by someone at the centre, notify the Police as soon as possible on 111.
- o If it is safe to do so, the Warden will take the attendance register and the emergency bag (hanging by the outside toilet).
- o Children will be escorted a safe distance away from the centre.
- o Once assembled, check the children’s names against the register.
- o Consider taking the children to the off site evacuation location – Jubilee park.
- o Stay this way until advised by Police that the lockdown is over.

Missing Child

Should a child be found missing, fast and effective action will be taken to recover the child safely whilst still caring for remaining children.

- In the event of a missing child, all other tamariki are to be brought inside.
- A quick search of the building and play area will be undertaken in case the child is hiding.
- One kaiako will remain inside with the other tamariki and initiate a quiet group activity (e.g. stories, songs).
- Kindergarten and available school staff will do a quick two to three minute visual search to Matuhi Street, school access and tracks down to the stream. If the child is not found, a kaiako will dial 111 and contact the parents (the parents may know where they are likely to go). Kaiako will take advice from police on next steps for continuing the search.
- The Principal will ring parents of other tamariki at the Kindergarten that day and get them to either come to collect their child/children or to assist in the search. Other parents who can recognise the missing child and are known to the tamaiti may be important to the search.
- Kaiako will gather any details about when and where the child was last seen and any unusual activities or people in the area during the morning.
- As early as possible a detailed report must be prepared by the kaiako outlining what happened, who was on duty, how long the child was away and who was informed.
- All such instances must be reviewed with the teaching team, the Principal and the child's parents to see if procedures are adequate or need amending.



Covid-19 Pandemic Procedure

Rationale:

To ensure the health and safety of tamariki, whānau and kaiako at the Kindergarten and minimise the risk of community spread.

Policy Statement:

Raphael House Kindergarten is committed to implementing effective procedures which ensure the health and well-being of all involved in the centre and its community. The Kindergarten will comply with all government guidelines according to the current alert level. We will monitor the situation carefully and amend these procedures as necessary.

Te Whāriki:

Well-being/Mana Atua: Children experience an environment where their health is promoted, their emotional well-being is nurtured and they are kept safe from harm.

Procedures:

General

1. All tamariki, kaiako and parents are to stay at home if they are unwell, this includes a cold with the single symptom of a runny nose or cough.
2. If you or your tamaiti have symptoms such as a fever, coughing or difficulty breathing please seek medical advice.
3. The Kindergarten must be advised via telephone (04-569-5161) of absences daily and the reason for the absence. If there is no answer please leave a message.
4. Tamariki and kaiako are asked to wear new freshly cleaned clothing daily.
5. Please ensure you advise the Kindergarten immediately if a case is confirmed and ensure self-isolation.

Specifically for families

6. Adults please wear a mask during drop off/ pick up.
7. When you sign your child in and out, please ensure you clearly mark down your name. If possible, bring your own pen to sign your child in/out.
8. Please notify the Kindergarten if you, or anyone you know, has travelled overseas in the last 3 weeks.
9. All centre washing must be washed according to the Laundering of Linen Procedure.

Specifically for the team/programme changes:

10. Kaiako are to notify the Principal if experiencing flu-like symptoms and seek medical advice.
11. The surfaces, door handles, entrance gate and sign in pens are to be disinfected at the end of each day and during session as needed.



12. Toys and equipment will be disinfected regularly. Toys that cannot be easily washed down (such as soft cover books and knitted animals) will be removed until further notice, as resources that are often mouthed (such as the whānau room cups and plates). Some resources such as clay will be set up so that they cannot be shared amongst tamariki.
13. Kaiako are to wash their hands with soap and hot water for at least 20 seconds regularly, especially before handling or serving kai.
14. Tamariki are to be supported in regular hand washing throughout the day, especially after using the toilet and before eating.
15. No food will be shared amongst the tamariki and servings will be plated up and served individually.
16. Cups for the tamariki's water will not be left out. Tamariki will use their own water bottles, or will be served individually by a kaiako and then placed directly into the dishwasher for cleaning.
17. The toilet seats are to be kept down where possible.
18. Any mouthed resources will be placed in a container immediately and then disinfected at the end of the day or sooner if possible.

In relation to COVID-19 Public Health Response (Vaccinations) Amendment Order (No 3) 2021:

1. All those employed, contracted and volunteer workers at the Kindergarten must have their first COVID-19 vaccination on or before 15 November 2021 and receive their second vaccination by 1 January 2022 to be able to come on-site, and to have received a booster by their individually stipulated date. All people who may come into contact with children onsite at early learning services to be vaccinated. This includes:
 - all workers, whether they are paid, volunteers or students on placement, directly employed or contracted through a third party.

It does not apply to:

- those who only work remotely or only work onsite when children are not present (for example, at the weekend)
- parents just dropping-off or picking-up their children

2. To comply with the Order, Kindergarten governance and management will:
 - Support staff members to be vaccinated, including during working hours.
 - Collect and maintain a record of the contact and vaccination information for all staff members/volunteers. The usual requirements around collecting, recording, using and storing personal information will apply to the above information.

Specific to the Red setting of the Traffic Light COVID-19 Protection Framework:

- o Kaiako will encourage tamariki to wash their hands before entering their classroom.



- o Food will not be handled or prepared. Morning tea, lunch and afternoon tea are to be brought from home.
- o Parents are required to wear a mask if coming inside for any length of time.
- o Pickups and dropoffs will be at the gate. Parents are not to come into the centre, unless they are settling their child.
- o Staff in early childhood services are not required to wear a mask, but can choose to wear one. This is up to the individual to decide.
- o Events such as parent evening and working bees cannot be held.
- o Birthdays will continue to be celebrated with parents invited to stay up to 20 minutes. Parents must wear a mask and practice safe distancing. There will be no sharing of food or cake.
- o Non-essential visitors cannot come into the centre.
- o Parent settling visits will be kept to 30min maximum.
- o Essential visitors such as repair persons are allowed outside opening hours.



Privacy Policy

Rationale:

At Raphael House Kindergarten we recognise and respect families and kaiako individual rights to privacy and we strive to comply with The Privacy Act.

The Privacy Act makes the Kindergarten formally responsible for personal information that it collects or holds, so that individual privacy is promoted and protected. The Privacy Act does not set out to make everything private. Instead, it is based on the principle that anyone should be able to know what a company or agency knows about them, to know how that information might be used and to have the right to correct it if necessary. The Privacy Act encourages agencies to make clear statements about what personal information it collects, who may see it and how it may be used. It also requires agencies to have a Privacy Officer and to establish a procedure for handling privacy issues and complaints about breach of privacy.

Policy Statement:

We strive to ensure any information is used appropriately.

Procedures:

1. The Privacy Officer (Principal) will ensure compliance to the Privacy Act, deal with requests for personal information and work with the Privacy Commissioner (Government appointee) if necessary.
2. Permission is sought on enrolment to take photographs of tamariki for the purposes of planning and advertising.
3. Kaiako and families must not share personal information or images of tamariki or one another on the internet or social networking sites, unless permission is sought from each individual/caregiver involved.
4. Anyone who feels that the Kindergarten has interfered with their privacy can make a complaint to the Privacy Officer.



Property and Equipment Policy

Rationale:

At Raphael House Kindergarten, we are committed to providing safe and well-maintained environments - workspaces, play areas, property, facilities and equipment.

Policy Statement:

To install procedures and practices to support us to manage our environments responsibly, ensuring that the Kindergarten continues to provide safe and fit for purpose environments, as well as comply with the Education (Early Childhood Services) Regulations, Building Code and other applicable legislation.

Te Whāriki:

Well-being/Mana Atua: Children experience an environment where they are kept safe from harm.

Procedures:

1. Comply with building regulations and bylaws: display a current Annual Building Warrant of Fitness.
2. Behave in accordance with our Health and Safety Policy.
3. Plan for short to long-term maintenance needs. Complete a full annual review, checking the Centre environment and surroundings, both indoor and outdoor areas, for immediate safety or maintenance needs, noticing where future maintenance work might be needed.
4. Make sure appropriate insurance policies are up to date.
5. Regularly assess, identify and replace or repair any defective play equipment items.



Animal Welfare Policy

Rationale:

The Kindergarten is committed to safe and hygienic handling practices being implemented with regard to any animals at the kindergarten. Tamariki will be kept safe from the possible risks, while positively gaining from the learning opportunities of interacting with animals.

Te Whāriki:

Well-being/Mana Atua: Tamariki experience an environment where they are kept safe from harm.

Procedures:

1. All animals, including those bought into the kindergarten, must be able to be properly restrained at all times.
2. The responsibility for the welfare of animals kept at the kindergarten rests with the staff.
3. The Principal has overall responsibility for determining when to take an animal to the vet or when to remove an animal due to ill health.
4. A delegated person or duty roster will be appointed to ensure the animals' living conditions are maintained to a high standard of cleanliness.
5. All kindergarten pets must be provided with a secure, safe and clean enclosure at all times.
6. Any animal faecal matter and offensive body wastes outside of the animal's cage will be cleaned up and disposed of immediately, returning the area to a clean, hygienic and usable space.
7. It is the responsibility of staff to ensure that all tamariki who have had contact with any animal wash their hands afterwards, especially prior to eating or drinking.
8. The animal will be removed from the premises and treated at the first sign of any illness. This is a legislative responsibility.
9. Animal food will be stored so that it is clearly distinguishable from human food and out of the reach of tamariki.
10. The day-to-day care of animals will be governed by the Animal Welfare Act 1999 and the Five Freedoms:
 - a) Freedom from thirst, hunger and malnutrition.



- b) Freedom from discomfort and lack of shelter.
 - c) Freedom from Injury, disease and parasite infestation.
 - d) Freedom from distress.
 - e) Freedom to display their normal patterns of behavior.
11. Staff will only allow clean, healthy, safe and easily restrained animals on the premises.
 12. Parents and whānau are asked not to bring pets from home onto the kindergarten grounds, unless approved by the Principal for a specific reason, such as a guide dog or special animal encounter experiences (e.g. lambs in spring, pet days).
 13. Animals that are suitable to live at the kindergarten include guinea pigs, chickens, rabbits, mice, rats, fish, frogs, lizards and small birds.
 14. Animals shall not be permitted in the kitchen, bathrooms/toilets or sleeping rooms.
 15. Staff will ensure that animals are supplied with a good healthy living environment, including at weekends and holidays.
 16. At any sign of an animal becoming agitated, or a tamaiti becoming upset due to the animal, they will be moved away from tamariki, returned to their enclosure or restrained.
 17. Tamariki will be directly supervised by staff at all times when near an animal in order to ensure their safety and wellbeing and promote the safe handling of animals.
 18. If tamariki feel emotionally unsafe around the animals, kaiako will communicate this to parents/whānau and work together to develop a plan to support the tamaiti. The emotional wellbeing of tamariki will be considered as the priority in this situation.



Drop off and Pick Up Policy

Rationale:

To ensure tamariki arrive and depart safely accompanied by their authorised caregivers, during licensed hours and in line with pre-approved arrangements.

Policy Statement:

We will take reasonable and practicable steps to ensure the safety of tamariki at drop off and pick up times, and ensure caregivers abide with licensing criteria.

Te Whāriki:

Well-being/Mana Atua: Children experience an environment where they are kept safe from harm.

Procedures:

1. Caregivers are required to sign their tamaiti in and out of the Kindergarten every day on the form provided at the front reception. Accurate arrival and departure time must be noted. This is a **legal requirement** by the Ministry of Education.
2. If the person picking up the tamaiti is not known to a staff member, the staff person will check the contact list to determine if the person is authorized to pick up the child. If the unknown person is not on the contact list, the parent must be contacted for permission. Should the parent(s) be unavailable, the tamaiti **cannot** be permitted to leave with the unauthorized person.
3. Staff will ensure that the person doing the pickup is authorized to do so and does not appear to be unwell or intoxicated.
4. If a parent/authorized person appears to staff to be unwell/intoxicated when they arrive to pick up a tamaiti and staff is concerned for the safety of the child, staff will suggest that the parent/ authorized person not leave with the child. Staff can offer to call a taxi or call another authorized contact person to assist. Should the unwell/intoxicated person agree to a taxi when the Kindergarten is closing, a staff person will remain with the parent/authorized person until the taxi has arrived.
 - If the unwell person insists on leaving the centre with the child, staff cannot legally prevent the parent/authorized person from taking their child. In the event that safety concerns for the tamaiti are present, staff should call Police and/or Oranga Tamariki and document the event.
5. The Kindergarten is open Monday to Friday from 8:45am to 2:45pm. We will be closed on public holidays and school holidays. It is a condition of our Early Childhood Education and Care Centre license that we operate only between these hours.



6. If at any time a caregiver has an emergency and is going to be unavoidably delayed past 2:45pm, please contact your child's Kindergarten kiako and advise that they have made alternative arrangements for their tamaiti to be collected.
7. If the parent has not contacted the Kindergarten and fails to collect their tamaiti at 2:45pm, the following actions will be taken:
 - Two staff (including one kaiako) will remain at the Kindergarten and attempt to contact the parents at the earliest convenient time,
 - Call the emergency contacts if the parent cannot be reached,
 - Fill in the details of the late pick up on the communication book when the parents/ emergency contacts arrive, noting the time of collection.
8. For issues at pick up/ drop off relating to day-to-day care disputes, refer to Day-to-Day Care Disputes Policy.



Day-to-day Care Disputes Policy

Rationale:

To ensure that the rights, requirements and interests of tamariki and their parents involved in Family Court disputes are met.

Policy Statement:

We will uphold legal requirements and advocate for the welfare of tamariki.

Te Whāriki:

Well-being/Mana Atua: Children experience an environment where they are kept safe from harm.

Procedures:

1. The Kindergarten will collect information about the family's circumstances of each child enrolling at the centre, including what the day-to-day care arrangements are for the child. This information should be recorded on the enrolment form at the time of enrolment and updated as necessary.
2. If there is a parenting order in place, it should be sighted, copied and filed.
3. Relevant information should be promptly passed on to Kaiako.
4. Parents not scheduled to care for their child will not be given supervised access to their child during centre hours unless written authorisation by the other parent has been given.
5. Parents will be informed at the time of enrolment that the centre does not allow for supervised access at the centre unless specifically discussed with kaiako and formally requested in writing by the parent who has day-to-day care of the child.
6. If a non-scheduled parent arrives at the Kindergarten, records should be checked for information about access and the primary caregiver contacted. If it cannot be established that access is permitted, the parent will be asked by the room kaiako to leave the premises. If they refuse, the police will be called.



Human Resource Management Policy

Rationale:

We recognise that robust personnel policies are fundamental to high standards of professional practice and quality Early Childhood Education. We value our staff and recognize them as the most valuable resource to the tamariki in our kindergarten. We therefore ensure good employment practices which strive to ensure the appointment of competent and capable staff who are committed to ongoing professional learning and growth. This policy will ensure all those working at the kindergarten meet the safety check requirements specified in the Vulnerable Children Act 2014, and that professional standards are maintained in alignment with Our Codes, Our Standards | Ngā Tikanga Matatika, Ngā Paerewa.

Policy Statement:

We value our kaiako and choose to employ only the best. They are the most valuable resource the tamariki in our centres have. Our kaiako deserve to be respected and nurtured in order for them to reach their full potential.

Te Whāriki:

Belonging/ Mana whenua: Kaiako experience an environment where they know that they have a place.

Procedures:

Recruitment and Selection

1. All permanent positions will be advertised. Curriculum Vitae will be checked before placing an applicant on a short list and interviews of shortlisted applicants will be held prior to any selection being made. These candidates will receive a copy of the job description prior to being interviewed.
2. Prior to employment, applicants will undergo full required safety checks (see below) that comply with the Vulnerable Children's Act 2014. This includes the 7 components:
 - a) Verification of identity (including previous identities).
 - b) An interview.
 - c) Information about work history.
 - d) Referee information.
 - e) Information from any relevant professional organisation or registration body.
 - f) A New Zealand police vet.
 - g) A risk assessment.



3. If there is any suspicion that an applicant might pose a risk to tamariki, that applicant will not be employed.
4. All employed at Raphael House Kindergarten will work under Individual Employment Agreements negotiated and signed prior to start date.
5. Governance respects the right of all employees to obtain union membership and have choice of representation in negotiating for an employment contract.
6. All new employees will undergo a documented induction process and receive an induction pack containing the induction process, key policies and procedures, kindergarten philosophy and the misconduct and disciplinary action process.

Equal Employment Opportunity

7. The best candidate for each position will be appointed during recruitment, without discrimination on the grounds of gender, age, ethnic group, or disability.
8. All applicants, and employees, will be treated according to their skills, qualifications and abilities, without regards to irrelevant factors.

While Employed at Raphael House Kindergarten

9. Raphael House Steiner School is committed to being a good and fair employer and will follow related policies diligently.
10. The Principal will ensure that consistent safety checks are completed and recorded every three years for all staff, and that relevant documentation is kept current and up-to-date.
11. All staff are expected to work within, and uphold, Our Codes, Our Standards | Ngā Tikanga Matatika, Ngā Paerewa, kindergarten policies and procedures and the roles and responsibilities outlined in their job descriptions.
12. Staff are expected not to violate their position of trust. Any concerns or complaints about staff conduct will be dealt with in accordance with the Concerns and Complaints Policy, Discipline and Dismissal Policy and/or Individual Employment Agreements.
13. Any personal grievance from staff should be in writing addressed to the Principal (or the Trust if about the Principal). If the grievance is still unresolved after following the complaint procedure, outside mediation will be sought.
14. Employees' annual, sick or bereavement leave, (as outlined in Individual Employment Agreements) is effectively managed and documented, with clear processes in place for kaiako to follow when applying for leave.
15. Kaiako are responsible for maintaining their teacher registrations and first aid certificates.
16. The Principal is the Privacy Officer for the kindergarten. All personnel files will remain confidential and kept under lock and key at the office. Evidence of all children's worker safety checks will be kept for seven years after the employee ceases employment, then securely shredded by the document destruction services.



17. Qualifications and first aid certificates of kaiako will be displayed at each kindergarten.
18. Raphael House Kindergarten has an obligation to inform the Education Council and Ministry of Education of concerns relating to conduct or competence when:
 - a) There is reason to believe the employee has engaged in serious misconduct.
 - b) Despite undertaking competency procedures with the kaiako, they have not reached the required level of competence.
 - c) A kaiako is dismissed for any reason.
 - d) A kaiako resigns from a teaching position and within the 12 months preceding the resignation Te Rāwhiti Kindergarten had advised the kaiako that it was dissatisfied with, or intended to investigate any aspect of, the conduct or competence of the kaiako.
 - e) A kaiako ceases to be employed by Te Rāwhiti Kindergarten and within 12 months a complaint is received about the conduct or competence of the kaiako while he/she was an employee.

Professional Learning & Development & Professional Growth Cycle (Appraisal)

19. All permanent staff employed at the Kindergarten will be offered professional learning and development (PLD) opportunities aimed to support continued professional growth.
20. A PLD budget will ensure these opportunities are appropriately resourced.
21. PLD will closely align to individual professional growth cycles (PGC), internal evaluations or strategic plan priorities.
22. The Principal is responsible for overseeing and organising PLD for all staff, including disseminating relevant course information.
23. Before attending paid PLD, staff are required to complete a PLD Request Form for approval by the Principal.
24. After completing PLD, staff are required to complete a PLD Record to add to the PLD folder and kaiako will also share their key learnings at a team hui.
25. The PGC directly aligns with Our Codes, Our Standards | Ngā Tikanga Matatika, Ngā Paerewa required for teacher registration and ongoing certification, with the aim of promoting and improving quality professional practice within Te Rāwhiti Kindergarten.
26. The Principal is responsible for overseeing, and documenting progress of, the PGC process for all kindergarten employees. An external mentor, as approved by the Kāpiti Waldorf Trust, will oversee the PGC for the Principal.
27. All staff are responsible for active engagement with their individual PGC and documentation of their own professional learning journey.
28. Two observations will be undertaken by the Principal of individual kaiako practice throughout the year, followed by a hui to discuss and receive feedback on their practice.
29. The Principal will meet with each kaiako termly to discuss their PGC and to provide a written statement outlining whether the staff member has met the Teaching Standards | Ngā Paerewa.
30. If a staff member has not met the Teaching Standards | Ngā Paerewa, the Principal will discuss the concerns, offer support and, if required, undertake performance management.



Kaiako Certification & PRT Mentor Policy

31. For the period of employment, or until full certification is obtained, all provisionally certified teachers (PCT) will undertake an induction and mentoring programme with the support of a fully certified mentor teacher (FCMT) appointed by the Principal.
32. A written agreement between the FCMT and PCT will be completed prior to the commencement of mentoring.
33. Two meetings per term will occur between the FCMT and the PCT during teacher non-contact time.
34. A mentor teacher may be eligible for a management unit to reimburse them for this extra responsibility. This is up to the discretion of the Principal.
35. Any issues prohibiting a positive and effective mentoring relationship will be overseen by the Principal.



Disciplinary Policy

Rationale:

Raphael House Kindergarten is committed to treating all staff fairly and helping employees work to the best of their ability. However, there may be occasions when it may be necessary to practice the disciplinary procedures which are designed to protect the interests of both employees and the service.

Policy Statement:

All staff are treated fairly and under the Terms of Employment (Information) Act 1994 and the Unfair Dismissals Acts 1997 to 2001.

Procedures:

1. When work performance falls or if behaviour is unacceptable, the Principal will discuss with the employee and ways to remedy the situation will be discussed together.
2. If work or behaviour continues to fall and there is a necessity for action, pre-disciplinary informal discussion will begin.
3. Each case will be treated consistently and fairly with the disciplinary procedure being strictly observed at all steps. The employee will be given the opportunity to provide their version of events and any extenuating circumstances will be considered. An employee's natural rights will be upheld at all times, and employees will have the right to:
 - Know the case against him/her
 - Reply
 - Due consideration
 - Representation
 - Appeal
4. The Principal is required to use their best efforts to:
 - Provide feedback at early steps to encourage and support employees to improve
 - Ensure that all cases are thoroughly investigated
 - Avoid any discrimination
 - Prepare carefully and be consistent
 - Keep adequate records
 - Adhere to this procedure
5. All disciplinary steps must begin within a reasonable timeframe. Breaches of rules and regulations will mean the initiation of Step 1 of the formal disciplinary procedure. If the service views an incident sufficiently seriously, the person may be dismissed immediately and the normal procedures will not apply.



Complaints Policy

Rationale:

To ensure there is a process to address any concerns or complaints appropriately.

Policy Statement:

All complaints will be acknowledged and addressed appropriately.

Te Whāriki:

Family and Community, Principle 3: The well-being of children is interdependent with the well-being and culture of adults in the early childhood education setting.

Procedures:

1. In the first instance, the issue, complaint or concern will be raised with the person/people concerned.
2. If the above is not appropriate or has not brought about change, the issue may be directed to the Principal.
3. Issues will be discussed confidentially and this will be made clear to all parties involved at the time.
4. If relevant, and agreed by the people involved, the issue may be discussed at a meeting. A workshop may be developed to address an ongoing issue.
5. If resolution is not reached, a formal letter may be written and a mediator asked to attend a meeting of parties.
6. A review of the appropriate philosophy, regulations or policy/procedure may be undertaken to provide a shared and common understanding.
7. If the complaint is not resolved and is an issue of compliance of the Early Childhood Regulations, the local Ministry of Education will be contacted for information and advice.

Lower Hutt Ministry of Education office 04 463 8699.