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Curriculum

“Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives”

(Dr. Rudolf Steiner)

Settling & Transition

Rationale	Through clear procedures that respect and support the needs of the tamariki, whānau and kaiako we aim to ensure children and families have positive experiences when undergoing transitions; settling into the playcircle, Kindergarten, or transitioning to school.
Objectives	• A settling procedure supports children in achieving a sense of wellbeing and belonging and gives clear guidelines to parents and teachers when children are transitioning into the centre and their journey through from playcircle, kindergarten and on to school. • Parents are supported through their child's transition through active communication and collaboration with kaiako. • Transition procedures are flexible and will be co-created between whānau and kaiako to meet the needs of each individual tamariki and whanau.
Last reviewed	May 2020, March 2023, Aug 2024

Procedures:

Settling procedure:

- Settling procedures are to be discussed with parents during the enrolment process. This is usually done during the biography interview.
- A parent or caregiver is invited to accompany the child on their first visit at kindergarten/nursery. This gives the parent an experience of the nursery/ kindergarten day as well as supporting the child in the transition. This visit will be for 1 hour and the time of day will be discussed at the biography interview.
- Parents are asked to say goodbye to their children before leaving.
- Children may leave early in the first days whilst acclimatising to the Kindergarten rhythm.
- To reduce disruption to the kindy day we ask that parents/caregivers have left by 9.30am and if their child is not able to stay without them, that is the time they also leave.
- It is recommended that those parents/caregivers staying during this settling time have a task to do, this is so tamariki see their parent/caregiver actively enjoying kindergarten. Teachers can help to find a task.
- Teachers will give parents/caregivers feedback at the end of session on how their child is settling in.

Transition into the kindergarten procedure:

- During the child and parent's first visit to the centre the individual transition/settling plan will be designed and discussed between kaiako and whānau to ensure we meet the individual needs of the child. .
- When transitioning between classes or teachers, biographical information is passed on and the transitioning children are discussed by both teachers in a handover meeting.
- Visits are arranged for the child to familiarise with the environment, teachers and peers in the kindergarten prior to them moving into the new room.
- Teachers will recommend the right timing for a child transitioning between rooms depending on the child's readiness and the space in the roll of the classrooms etc.

- Shared events such as festivals are arranged for the kindergarten as a whole to support connection between the rooms.

Transition to school procedure:

- Although children may attend school at 5 years old, the kindergarten philosophically supports the Steiner education viewpoint that children's developmental needs are best met in the kindergarten until after the 6th birthday and start their primary school education thereafter.
- Steiner schools in NZ have a memorandum of understanding with the Ministry of Education, allowing 6 year old children to enrol in the school whilst still attending kindergarten. If available, Fossil Bay offers this to families wishing for their child(ren) to stay in kindergarten and then transitioning to our primary school.
- Children transitioning to school have opportunities for school visits whilst still attending kindergarten.
- Children transitioning to Fossil Bay school have the opportunity to visit their new class in accordance with transition plans created cooperatively by Fossil Bay Kindergarten and School teachers and families.
- Fossil Bay undertakes to hold a parent seminar on school readiness and school options at least once a year to facilitate sharing and discussion on this topic.
- Children leaving kindergarten are required to give 3 weeks written notice.
- Children leaving kindergarten for school have a special farewell ceremony and are given a gift to take with them.
- Teachers suggest that parents may share their child's journey book record with their new school teacher.
- New entrant/class one teachers are invited to visit our kindergarten to meet children, to observe the environment they are transitioning from and to facilitate communication and understanding between kindergarten and school.
- Kindergarten and primary school teachers of Fossil Bay meet to discuss the transitioning children prior to them starting at school.
- Kindergarten and primary school teachers of Fossil Bay endeavour to meet monthly to nurture connections between its school and kindergarten and to provide opportunities to discuss children and transitions as a college of teachers.

Curriculum assessment and planning

Rationale	Fossil Bay Kindergarten is committed to ensuring the implementation of effective assessment and evaluation practices
Objectives	To ensure assessment, evaluation and monitoring practices: 1. Reflect Steiner principles of learning and development which support the whole child 2. Identify learning goals for individual children, through observation-based practices, and that this information is used as a basis for planning, evaluating, and improving curriculum delivery 3. Enhance children's learning and development, irrespective of gender, ability, age, ethnicity, disadvantage, or socio-cultural background 4. Are analysed through discussion and reflective practice 5. Provide opportunities for parents, guardians, and whānau to discuss their child's progress 6. Are undertaken by kindergarten teachers and that professional development opportunities are provided as appropriate 7. Are appropriate and supported where applicable by targeted funding (through MOE)
Last reviewed	Oct 2022, Jun 2023, Oct 2024, Nov 25

Procedures

The kindergarten teachers will gather and assess information about individual children through the following methods:

1. Upon enrollment: enrollment forms and a biography interview form and any pertinent information on the child's development are reviewed and kept in a confidential file. This file will also have notes on identified needs or issues, medication required, parent/teacher interviews and child study notes added, as required, over time.
2. Group planning, with clearly outlined learning objectives and goals, with links to the Te Whāriki and the NZ curriculum, are provided by the kindergarten teachers to meet the developmental needs of the group of the children in the class.
3. Cumulative development folders are kept for each child and include:
 - First month observation
 - Regular ongoing observations and reflections
 - Dated work samples and evaluations
 - Individual education plans if required
 - Learning observations
 - Parent communications



4. Programmes are evaluated in pedagogical meetings to ensure there is evidence of learning for children and their individual progress is monitored. Where there is concern, children will be discussed in a meeting otherwise children's progress is documented in the forms mentioned above, as well as learning stories in their journey books.
5. Information relating to observations, changes to programmes and evaluations are:
 - Recorded by teachers
 - Discussed with colleagues at pedagogical meetings
 - Shared with parents/whānau on teacher parent interview days and at other times as required
 - Discussed, if appropriate, with other resource people which may include anthroposophical doctors, remedial teachers and outside agencies
6. Support for changing the learning environment of individual children may include:
 - Teacher aid
 - Therapeutic intervention
 - Targeted funding (through MoE)
 - Change of kindergarten group if possible at the time
 - Use of various pedagogical practices by teachers, ie stories
 - Undertaking a child study
 - Accessing outside specialist support
7. Regular pedagogical meetings provide an opportunity for teachers to:
 - Undertake reflective practices
 - Share planning, evaluation and monitoring practices with colleagues
 - Discuss and improve teacher effectiveness
 - Monitor individual educational programmes of all children
 - Discuss priorities for children's needs to be supported
8. Kindergarten teachers are supported to attend kindergarten conferences and other professional development opportunities provided by outside agencies to support practice.

References: Early Childhood Services Regulations 2008.

Positive guidance

Rationale	The future development of each individual child and of humanity as a whole depends on positive, healthy experiences in the first seven years of life. An atmosphere of loving warmth and guidance that promotes wonder, acceptance, respect, joy and reverence supports healthy development, and promotes social competence. The essence of Steiner education is to provide for the physical, emotional, social, cultural, creative and cognitive development of the child. Te Whariki : Belonging Goal 4: <i>“Children experience an environment where they know the limits and boundaries of acceptable behaviour”.</i>
Objectives	1. Appropriate positive guidance strategies are promoted to develop children’s social competence. 2. The boundaries for behaviour are made clear and are consistent so the children can feel secure, protected and happy in their kindergarten. 3. Teachers and parents are aware of prohibited forms of discipline and the consequences if these occur. 4. It is the ultimate goal to support children with challenging behaviour to control their own actions and reactions,
Last reviewed	May 2020, June 2022, Oct 2022, oct 2024, nov 25

Guidelines for Developing Social Competence

1. Teachers work with the kindergarten philosophy which sees children as full human beings who bring with them from the spiritual world, pre-birth intentions, capabilities and individual dispositions. This picture promotes an attitude of respect and acceptance for each individual child
2. Teachers will work with joy, wonder and reverence so that every child experiences warm, caring, engaged, positive and meaningful relationships.
3. Teachers endeavour to reduce the need to use guidance strategies by:
 - An artistic and creative environment that nourishes the senses and inspires the imagination.
 - Daily, weekly and annual rhythms and routines which create an atmosphere of surety and consistency for learning to take place.
 - Purposeful and meaningful examples of adults at work which children willingly transform and imitate in play.
 - Working with a quality of presence where the mood of wellbeing and belonging permeate the environment
4. Teachers model positive, culturally appropriate, inclusive and non-discriminatory behaviour in their interactions with children, colleagues and parents.
5. Nurturing reciprocal relationships will be encouraged
6. Teachers regularly review the programme and learning environment to ensure children are fully engaged in learning in a constructive manner.

7. Teachers use healing stories to support children's social learning. Through imaginative narratives, children are offered images of kindness, cooperation and forgiveness, enabling them to recognise their own emotions and find inner pathways toward resolution. These stories speak to the child's heart rather than to their behaviour directly, allowing social competencies to develop naturally and gently.

Approach to Positive Guidance

1. Every child will be given positive guidance ("showing the way") promoting appropriate behaviour, having regard to the child's stage of development, individual needs, culture, family and community.
2. Teachers will guide children by setting boundaries within which children are free to make decisions.
3. Teachers will make use of nonverbal communication skills e.g. gesture as well as verbal communication
4. Teachers will facilitate increasing independence with problem resolution strategies and peer advocacy.
5. Teachers will recognise, acknowledge and affirm appropriate behaviour.
6. Teachers will endeavour to anticipate when children need guidance to resolve difficulties and will do so in the stream of the play taking place.
7. Teachers will clearly communicate limits of behaviour expected of children:
 - A child may not hurt or threaten another person
 - A child may not disturb or interfere with another person's participation in the play and work of the kindergarten.
 - A child may not damage or misuse property or equipment.
8. If inappropriate behaviour occurs teachers will offer alternatives to children by modelling appropriate action and using distraction, diversion and redirection strategies.
9. Physical restraint will not be used except as necessary to ensure a child's safety or that of others and then only as long as necessary for control of the situation.
10. Every child will be treated with respect and dignity.

Inclusion of Parents

1. Parents and the wider community are supported to promote social competence through ongoing communication and parent education.
2. Parents are invited to be part of planning and assessing their children's learning through informal conversation, individual meetings, written or artistic contribution in the Journey Books, participation in community consultation and meetings, review of centre policy and practices.
3. Parents are involved in any concerns as they arise and are viewed as partners in developing social competence and a resource to understanding the child as an individual and part of a family and community.
4. Parents are required to follow the approach of the kindergarten to promote social competence and positive guidance while in the kindergarten and during centre excursion or special events.

Expectations of Teachers

1. Teachers regularly seek support, guidance and feedback from colleagues to reflect on and improve approaches to developing social competence.
2. Teachers identify in staff meetings any barriers to effectively implementing positive guidance strategies e.g. operational, resources, ratios, non contact time, professional development needs.
3. Teachers keep a record of critical incidents and any follow up, and provide a copy to General Manager and put in the child's file.
4. Teachers report any concerns about children, parents or colleagues to the Lead Teacher or General Manager



5. Where inappropriate behaviour is ongoing teachers seek further information and support from specialist teachers and agencies.
6. We complete a 'behavior plan strategies' form together with colleagues that highlights the child's positive attributes as well as their challenges and strategies to support them. We review this every term if the child's needs are ongoing. If required necessary the plan may be developed with assistance from families, specialist teachers or agencies.
7. A record of information and guidance sought from agencies and or services will be kept in the child's file.
8. Where appropriate the teachers will undertake a child study.

Te Tiriti o Waitangi

Rationale	Te Tiriti o Waitangi is the founding document of Aotearoa. It provides a framework for partnership, protection and participation and recognises Māori as Tangata whenua. Fossil Bay School and Kindergarten is committed to upholding the intent of the Treaty.
Objectives	To acknowledge the unique place of Māori as tangata whenua and the principle of partnership inherent in the treaty as an integral part of Fossil Bay's practice. 1. To ensure the curriculum and environment offer a genuine bicultural experience that celebrates Te Ao Māori, including te reo Māori ona tikanga Māori and where possible in consultation with Ngāti Pāoa 2. To make equitable provision for the needs of Māori. 3. To provide opportunities for students to learn te reo Māori and culture. 4. To recognise Māori values in curriculum implementation and resourcing.
Last reviewed	May 2020, Jun 2023, Jan 2025
Next review	Term 1 2027

Procedures:

1. Teaching strategies will incorporate Te Ao Māori
2. Te reo me ona tikanga authentically woven into the daily practice of all teaching staff
3. Teachers collaborate with whānau to cultivate a culturally responsive practice that is inclusive of all cultures

Health and Safety

Rationale	To make suitable provision for a safe physical and emotional environment for all children and employees of the Fossil Bay School and Kindergarten in compliance with the Early Childhood Regulations and Health and Safety in Employment Act.
Objectives	• To ensure suitable procedures are in place to provide for the health and safety of all children, employees and visitors to the Fossil Bay Kindergarten including • all reasonable precautions for the prevention of accidents and the spread of infection • keeping the premises and all equipment and facilities in good repair • regular maintenance of premises, equipment and facilities • the reporting and eliminating of hazards • the safe use of equipment and facilities • civil defence procedures for fire, earthquake and other emergencies <i>The Kindergarten is committed to the ongoing improvement of health and safety systems</i> • Personnel at all levels of the organisation are encouraged to work together to develop and implement health and safety procedures and to take responsibility for the safety of themselves and others.
Responsibilities	• The health and safety system requires commitment from the Trust, all employees and the parent body of the Kindergarten. • The General Manager is the health and safety representative. This role is supported by the teachers, staff and Trust members and involves compliance, coordination, development, review and monitoring of health and safety systems. • Employees are responsible for overall health and safety while at work. Employees must record any hazards and work injuries immediately. Regulation compliance requires a thorough hazard and accident register be kept. • There is an annual review and evaluation of Health and Safety policies and procedures.
Last reviewed	May 2020
Next review	See below



Health and Safety Policies and Procedures:

- Excursions
- Supervision of children
- Sleep
- Illness
- Incident / Accident Management
- Medicine administration
- First Aid
- Poisonous plants policy
- Sun Safety Policy
- Immunisation
- Hazard Management
- Healthy foods policy
- Food storage, preparation and consumption
- Nappy Changing / toileting
- Handwashing
- Cleaning and Cross Contamination
- Laundry
- Smokefree environment
- Emergency Management

Excursions

Last reviewed	May 2020, Oct 2022, Jun 2024
Next review	Term 2 2026

Procedures

- Risk assessment documented with relevant emergency procedures
- Staff / child ratios on excursions will be determined accordingly and are not less than the usually required adult:child ratio.
- At least one staff member has a valid First Aid certificate.
- A first aid kit and a mobile phone are taken.
- The current parent phone list must be taken on all excursions for emergency contact information.
- If children are transported by motor vehicle, only licensed, registered drivers and warranted vehicles are allowed. Appropriate car restraints are mandatory and 2 adults must be in a car if there are more than 3 children. We will hire an appropriately sized vehicle with a P plated driver

Permissions:

- On enrollment, parents sign a blanket approval for their child to take part in regular excursions in the immediate vicinity of the kindergarten, as per required supervision ratios. (within visibility of the building)
- For all excursions outside the blanket approval signed parental permission is sought along with a presentation of a risk assessment

Communication:

- Teachers inform staff of the excursion destination on Whatsapp just prior to leaving
- Parents are informed of destination on the permission slips

Records

- A record of outings and excursions are kept. Records to include:
 - o The names of adults and children involved/attending
 - o The time and date of the outing
 - o The location and method of travel
 - o Assessment and management of risk
 - o Adult:child ratios
 - o Evidence of parental permission and approval of adult:child ratios for special outings or excursions.

HS17 Licencing Criteria

Supervision of children and staff ratios

Rationale	To ensure that children are supervised at all times in all areas of the kindergarten while adhering to the required staff/child ratios.
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Objectives	• Staff ratios for all day centres are; 1:6 or 2:20 or 3:30 or 4:40. • Staff must maintain these ratios during transition from indoors to outdoors. • A minimum of 50% of required staff hold a relevant teaching qualification recognised by the New Zealand Teachers Council for registration purposes (discretionary hours are available to us to operate in extenuating circumstances). • That a Teacher with a current First aid certificate is present
Last reviewed	May 2020, Dec 2022, Dec 2024
Next review	Term 4, 2026

Reference: Regulations 2008. Schedule 2

Procedures:

- That all teachers are aware of the required ratios.
- Staff ensure children are supervised in all areas.
- Staff ensure that daily enrolments do not exceed staff/child ratios.
- Relief teachers acting as person responsible must meet the requirements of a person responsible. In the unlikely event the kindergarten is unable to meet the required ratios for that day the kindergarten will have to close (for this day only).

Sleep policy

Rationale	The children in the kindergarten that are aged 3-6 years old seldom require sleep during the day but are offered an opportunity to have a rest or sleep should they need it. Children that are aged 2 - 3 in the kindergarten are offered a sleep between 12 and 2 pm.
Objectives	1. To ensure the safety and well being of children when sleeping at the centre through regular monitoring. 2. To ensure children get undisturbed rest in a secure and familiar environment. 3. To ensure information on a child's sleep is recorded and therefore is available to all staff to communicate with the child's parents. 4. To ensure that correct tikanga Māori practices are observed.
Last reviewed	May 2020, Dec 2022, Mar 2024, Nov 25

Procedures:

1. Teachers will talk with parents for guidance on the rest/sleep requirements for their child and how these can best be met during the biography pre-enrolment interview.
2. Opportunity for rest/sleep time will be provided in a kindergarten room to minimise fluctuations in temperature, noise and lighting levels and allow adequate supervision.
3. When this is part of the activity space, alternative activity spaces for children will be provided.
4. Children will never be placed head to foot and will never have their heads on a cushion/pillow that has been used as a seat.
5. Mattresses used for sleeping children are stored away.
6. A waterproof mattress will be used and wiped with disinfectant after use.
7. Used bedding will be kept allocated to the child for the week and then washed with the weekly laundry as per laundry policy and procedures.
8. Clean bedding is available at all times.
9. Children will be checked for warmth, breathing and general well being every 5-10 minutes or more frequently according to individual needs.
10. A record will be kept of the times slept by individual children, and a signature of who supervised this sleep.
11. Teachers will advise parents of their child's sleep time.
12. Children do not have access to food or liquid while resting or sleeping.

Illness and isolation policy

Rationale	To ensure children are kept safe at all times. To reduce contact between children who are ill to minimise spread of infection.
Objectives	1. Any child or member of staff with any form of contagious illness must stay away from the kindergarten until such time as any contagious period has passed. 2. Any person suffering from fever must stay away until 24 hours fever free without medication and the child is well in themselves. 3. Any person suffering from diarrhoea or vomiting must stay away until 48 hours after the symptoms have stopped. 4. The Teachers are responsible for ensuring this policy is upheld and will seek support from management if necessary.
Last reviewed	May 2020, Oct 2022, November 2023, April 2025
Next review	Term 2 2027

Procedures:

- For any illness an incident form is filled out. A copy of the form will be given to children's parents who will also sign it.
- Teaching staff will make decisions concerning exclusion based on observations and accurate information.
- Should a child fall ill while in the care of the kindergarten, caregiver/emergency contact will be called or if necessary emergency services will be called. A child should be collected within an hour of that call.
- An ill child waiting at the Kindergarten until they are collected will be kept comfortably in an isolated area with a member of staff if possible.
- If any outbreak of contagious illness or disease should occur, staff should ensure all practical steps of maintaining a high level of hygiene are being taken and if necessary contact health professionals for further advice. In addition, immediate communication will be given to families informing them of the outbreak.
- If a child has a fever of 38 degrees or more parents/caregivers will be called to collect their child.
- Children will be encouraged to practise good hygiene at all times.

Reference: Regulations HS 26, 27

Incident / Accident Management

Rationale	1. To keep thorough records of all incidents and accidents (minor or major). 2. Identify associated hazards involved with the incident and follow procedures to minimise, isolate or eliminate the hazard and communicate this to parents and the general manager.
Objective	• Ensure all incidents, accidents and significant near misses are properly documented and reviewed. • Identify hazards and implement measures to minimise, isolate, or eliminate risks. • Communicate incidents and hazards effectively with staff, parents/caregivers, and management. • Maintain compliance with relevant health and safety regulations, including reporting serious harm incidents to the appropriate authorities.
Terminology	1. An incident is an adverse occurrence or unexpected event that does not necessarily result in an injury. 2. A near-hit is where an incident nearly occurs but does not actually happen. For example, slipping on a wet floor but being able to right yourself before falling or hurting yourself. 3. Serious harm is defined in the Health & Safety in Employment Act and covers any condition that results in permanent loss of bodily function, or temporary severe loss of bodily function. It also includes loss of consciousness or any severe harm that causes hospitalisation.
Last reviewed	May 2020, Oct 2022, November 2023, Mar 2024, April 2025
Next review	Term 2 2027

Procedures:

1. Incident forms are used for children, employees, contractors and visitors.
2. An incident form is to be completed for all accidents that require 1st Aid or a bump to the head.
3. A serious harm form is completed in the case of serious harm to staff and sent to OSH at the Department of Labour within 7 days of the injury occurring.
4. Take appropriate steps to investigate the incident and take action to ensure the incident does not happen again.
5. A copy of the incident form must be given to the parent/caregiver for their information and to be signed as sighted and informed on the day of the incident/accident.
6. The incident register is also for illness of the child that occurs during attendance at kindergarten.



7. Teachers will write hazards and near misses onto the Hazard checklist. Any significant hazards are reported to the General Manager and hazards are also added to the property list. Incidents will be written in the Incident/Accident Book, which is reviewed by the teachers termly, any patterns identified will be reported to the General Manager and Trust.
8. Accident forms are to be kept for 2 years after the accident, while serious accidents for 5 years.

Reference – ECE Licensing Criteria 2008 – HS12, HS25, HS27

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Medicine administration

Rationale	To ensure children's medication is handled in an appropriate manner that protects the rights and safety of both the child and the members of staff.
Objectives	Medicine (prescription and non-prescription) is not given to a child unless it is given: • by a doctor or ambulance personnel in an emergency; or • by the parent of the child; or • by a teacher with the written authority (appropriate to the category of medicine) of a parent.
Last reviewed	May 2020, Oct 2022, November 2023, term 1 2024, April 2025
Next review	Term 2 2027

Health and safety practices criterion 28

Procedures:

- That all parents/guardians and staff are made aware of the Policy concerning the administration and storage of medication.
- The Kindergarten is required to give appropriate information and training to staff members who elect to administer medication to children.
- The Kindergarten must take all reasonable care with security where medications and drugs are held or administered on the premises. All such shall be kept in an inaccessible place to children and taken home with the parent after the specified time.
- Non-prescribed medication will not be administered without prior approval from a parent/guardian.
- During the enrollment of their child, parents choose to sign an authority for teachers to administer Category (i) to their child. These may not be given by mouth.

Medicine register:

This is a record of all medicine (prescription and non-prescription) given to children left in the care of the kindergarten.

Records include:

- Instruction from parent on name of medicine, dosage to be administered, time when to be given - with parent signature
- Records of what was administered, name, dosage, time, by whom, witness - parent to sign

- Signature of parental acknowledgement before and after medicine is administered.

When the same dose of Category (iii) medicine is administered on a regular basis, parental acknowledgement may be obtained weekly or every three months.

Medicine categories:

Category (i) medicines

Definition - a non-prescription preparation (such as arnica cream, antiseptic liquid, insect bite treatment spray etc) that is:

- not ingested;
- used for the 'first aid' treatment of minor injuries; and
- provided by the service and kept in the first aid cabinet.

Authority required - a written authority from parents is given at enrolment on the enrolment form.

Category (ii) medicines

Definition - a prescription (such as antibiotics, eye/ear drops etc) or non-prescription (such as paracetamol liquid, cough syrup etc) medicine that is:

- used for a specific period of time to treat a specific condition or symptom; and
- provided by a parent for the use of that child only or, in relation to Rongoa Māori (Māori plant medicines), that is prepared by other adults at the service.

Authority required - a written authority from a parent is required at the beginning of each day the medicine is administered, detailing what (name of medicine), how (method and dose), and when (time or specific symptoms/circumstances) medicine is to be given.

Fossil Bay Kindergarten does not administer medication to manage fever or general illness. If a child is unwell enough to require medication such as paracetamol, they should remain at home. Medication will only be administered for injuries or specific conditions where attendance remains appropriate.

Category (iii) medicines

Definition - a prescription (such as asthma inhalers, epilepsy medication etc) or non-prescription (such as antihistamine syrup, lanolin cream etc) medicine that is:

- used for the ongoing treatment of a pre-diagnosed condition (such as asthma, epilepsy, allergic reaction, diabetes, eczema etc); and
- provided by a parent for the use of that child only.

Authority required - a written authority is required from the parent given at enrolment as part of an individual health plan, or whenever there is a change, detailing what (name of medicine), how (method and dose), and when (time or specific symptoms/circumstances) the medicine should be given.

First Aid Policy

Rationale	To uphold the safety of children and staff by ensuring adults with the necessary skills and knowledge to deal with injuries and illness are present at all times and readily available, along with necessary first aid equipment.
Last reviewed	May 2020, Dec 2022, April 2025
Next review	Term2 2027

Procedures:

1. There shall be an adult present at all times who holds a current First Aid qualification gained from a New Zealand Qualification Authority accredited first aid training provider; or is a registered medical practitioner or nurse with a current practising certificate; or is a qualified ambulance officer or paramedic.
2. The first aid kit shall be equipped to the standard recommended by Public Health Protection. See below.
3. Equipment shall be located at a height inaccessible to children.
4. The contents of the first aid kit are to be checked on a termly basis by the designated teacher to ensure the contents listed inside the box are complete and still in date. These checks are recorded on the contents list stored inside the box
5. Precautions to be used when in contact with potentially infectious body fluids:
 - Wash your hands before and after treatment for cuts and abrasions.
 - Cover all cuts on your hands with waterproof dressings before treating.
 - Avoid skin contact with blood and bodily fluids.
 - Use disposable gloves if skin contact with blood or body fluid is likely. Use paper towels to clean up blood or body fluids.
 - Soiled (urine, faeces & blood) surfaces must be disinfected with household bleach. Use one part bleach (5% hypochlorite) to five parts water. Ideally bleach should be in contact with the surface for half an hour.
 - Place contaminated material, including gloves, in a hazardous waste bin for safe disposal.
 - First aid will be administered accordingly to appropriate first aid guidelines.
 - In the event of an emergency, 111 will be called.



First aid kits should include the following:

- Disposable gloves
- Splinter picks
- Sterile saline solution (or some other means of cleansing wounds)
- Safety pins, bandage clips or tape (or some other means of holding dressings in place)
- Sterile wound dressings, including sticking plasters
- Rolls of stretchable bandage
- Triangular bandage (or some other means of immobilising an upper limb injury)
- Scissors
- Tweezers
- Cold pack
- First aid manual
- National Poisons Centre phone number - **0800 POISON / 0800 764766**
- Healthline phone number - **0800 611 116**

The first aid kit may also contain any **Category (i) medicines** the service chooses to use, providing the appropriate written authority has been gained from parents.

Poisonous Plants Policy

Rationale	Many plants are poisonous to some degree. Outdoor activities and a garden environment are part of our curriculum. For children to be safe in this environment there needs to be a system in place to prevent children becoming poisoned and a system in place which educates children not to eat certain plants. Te Whāriki - Wellbeing - Goal 3 - “Children and adults experience an environment where they are kept safe from harm”
Objectives	Eliminate opportunities to get access to poisonous plants
Last reviewed	May 2020, Aug 2022, Dec 2022, April 2025
Next review	Term 2 2027

Procedures:

- Children will not pick and eat food in the garden without assistance from a teacher.
- Poisonous plants will be identified, removed and documented by teachers during the daily hazard check.

The appointed person will:

- Inspect the play area and grounds, trees and plants adjacent to the outdoor play area to identify plants listed/described on the Poisonous Plant Matter list which is stored with the daily hazard checklist.
- If discovering a listed plant will take immediate steps to remove or isolate the plant or plant matter from access by children and seek advice to its identity.
- If discovering an unknown plant, it will be removed
- Report the identification of poisonous plants and steps taken to remove or isolate them to the general manager as necessary.
- A plant identification book is kept in the kindergarten for the identification of poisonous plants.

If a child shows signs, which could be associated with poisoning (vomiting, skin rash or swelling, burnt lips and mouth) and if poisoning is suspected, the following procedure will be followed.

- Dial 111 for an ambulance, if required
- Call the national poisons centre and follow their advice
- Take a piece of the poisonous plant/material with the child for identification
- Inform the parents
- Record details in the Accident Record Book
- Name and telephone number of the National Poisons Centre on 0800 764 766 to be kept near the phone.

Poisonous Plant List (from: Landcare Research New Zealand Ltd 1999)

<https://www.landcareresearch.co.nz/assets/Publications/safety-in-preschool-centres-poisonous-plants.pdf>

Plants which existing literature suggests should not be grown or tolerated in pre-school centres:
This list will be attached to the daily hazard checklist

INTERNAL POISONS – (Harmful if swallowed)

- Angel's trumpet (*Brugmansia candida*) – North Island and warmest parts of South Island
- Arums and arum lily (*Arum* species and *Zantedeschia aethiopica*)
- Bittersweet (*Solanum dulcamara*) – mainly South Island and lower North Island)
- Castor oil (*Ricinus communis*)
- Death cap and fly agaric fungi (*Agaricus phalloides* and *A. muscaria*)
- Fox glove (*Digitalis purpurea*)
- Hemlock (*Conium maculatum*)
- Jerusalem cherry (*Solanum diflorum* and *S. pseudocapsicum*)
- Laburnum (*Laburnum anagyroides*) – mainly South Island and southern half of the North Island
- Lantana (*Lantana camara*) – warmer parts of North Island and northern areas of South Island
- Lily of the valley (*Convallaria majalis*) – mainly South Island
- Monkshood (*Aconitum napellus*) – mainly South Island and colder parts of North Island
- Oleander (*Nerium oleander*)
- Persian lilac or white cedar (*Melia azederach*) – mainly North Island
- Potato (*Solanum tuberosum*) – all green parts
- Privet species (*Ligustrum* species)
- Queen of the night (*Cestrum nocturnum*) – mainly northern North Island
- Spindle tree and Japanese spindle tree (*Euonymus europaeus* and *E. japonicus*-mainly fruiting in North Island)
- Stinking iris (*Iris foetidissima*)
- Tutu (*Coriaria* species) – nearly always *C. arborea*
- Yew (*Taxus baccata*) – although nearly all parts of both sexes are poisonous, only the berry of the female tree, with its poisonous seed, is likely to be eaten.

EXTERNAL POISONS – (Harmful if touched)

- Stinging nettles (*Urtica* species)
- Wax tree of Japanese wax tree (*Thus succedanea*) – mainly North Island and northern South Island

NOTES

Certain very poisonous plants are excluded from the above list because of the rarity in New Zealand, e.g. deadly nightshade* (*Atropa bella-donna*), bushman's poison (*Acokanthera oppositifolia*), henbane (*Hyoscyamus niger*), and poison ivy (*Rhus radicans*). Also excluded are poisonous plants which, although common, have no parts likely to attract young children; e.g. hellebores (*Helleborus* species), box (*Buxus sempervirens*), and thornapple or datura (*Datura stramonium*), the last having very poisonous seeds enclosed in spiny casules. Note they are also poisonous though and however unlikely to be here should be regarded as so.

Many plants have spiny or prickly vegetative parts but these are not considered to be reason enough to exclude

such plays from pre-school education centres. Most of these plants are either not poisonous or not very poisonous; e.g. roses (*Rosa* species and hybrids), firethorns, (*Pyracantha* species), hawthorn (*Crataegus monogyna*), gooseberry (*Ribes uva-crispa*), and holly (*Ilex aquifolium*). *True deadly nightshade is extremely rare in New Zealand. Unfortunately, this name is mistakenly applied to black nightshade (*Solanum nigrum*), the latter having somewhat poisonous green parts and harmless berries. The two are easily distinguished: deadly nightshade is a large plant over a metre high when mature, and has large, bell-shaped, brownish-purple flowers followed by large, egg-shaped berries. Black nightshade is a much smaller plant (about half the height of deadly nightshade when mature), and has small white star-shaped flowers followed by little black berries, similar to black currants.

Sun Safety Procedure

Rationale	Ultra violet rays of the sun cause skin damage, which may result in serious health problems. This procedure will be implemented throughout Terms 1 & 4 to protect children from sun damage and on unseasonably sunny days in terms 2 and 3.
Objectives	1. To protect children from harm it is important to minimise the risk of exposing children to excessive ultraviolet radiation (UVR) that causes sunburn, skin damage and increases the risk of skin cancer. 2. Recognises the importance of having a balance between avoiding an increase in the risk of skin cancer and getting enough sun exposure for children to maintain adequate levels of vitamin D.
Last reviewed	May 2020, Oct 2022, October 2024
Next review	Term 2 2026

Procedures:

- The kindergarten will ensure that shade is provided in the kindergarten grounds.
- Regularly present the sun-safe policy through parent meetings, newsletters and teacher activities and display on the notice board.
- Wherever possible planned activities will take place in shade protected areas
- Children and staff will be required to wear sun hats in term 1 and 4. Wide brimmed hat, bucket hat or a hat that covers the neck. Kindergarten sun hats will be provided for children who do not have sun hats with them. In terms 2 and 3 children will be encouraged to wear either a beany or a sunhat
- Parents who want sunscreen on their children will be encouraged to apply it before dropping their child off or at the kindergarten. Sunscreen will be reapplied at 12pm (or before returning outside after lunch) Kindergarten Teachers can only apply sunscreen to children if given authorisation by a parent.
- Ensure sun-safe practices will be taught at appropriate levels of the curriculum
- Kaiako and tamariki are required to wear tops with sleeves that cover the shoulders (no singlets) in terms 1 and 4.



- Kindergarten will provide sunscreen. If parents want their children to wear a certain type it is their responsibility to provide it (named and handed to teachers). Sunscreen is not to be kept in childrens bags.

Immunisation policy

Objectives	Under the Health (Immunisation) Regulations 2008, all children must be recorded on an immunisation register.
Last reviewed	May 2020, Dec 2022, Oct 2024
Next review	Term 2 2026

Procedures:

- Immunisation information is collected at the time of enrolment.
- This immunisation information is held in the enrolment records.

Hazard Management Policy

Rationale	To ensure a safe and healthy environment for all staff, children and visitors at all times, while following the requirements of the Health and Safety in Employment Act and Amendments 2002.
Last reviewed	May 2020, August 2022, Dec 2022, Oct 2024
Next review	Term 2 2026

Procedure:

- The teachers will observe a daily hazard check prior to the start of session to identify any potential hazards.
- Hazards are to be recorded in the Hazards checklist (daily check).
- Where a hazard is identified, appropriate steps will be taken to eliminate, minimise or isolate the hazard.

General Manager and Teachers duties:

The General Manager and teachers have a duty to:

- Identify and document hazards
- Ensure emergency procedures are in place and understood by all
- Involve staff in development of safety procedures
- Inform staff of any correspondence or recommendations from OSH
- Ensure employees do not harm other persons
- Maintain a register of accidents

Reference ECE Regulations 2008 HS 12

PLEASE NOTE

Employees are required to take all practicable steps to ensure their own safety and ensure that no action or inaction on their part causes harm to themselves or any other person.

Healthy foods Policy

Rationale	• To encourage good quality nutrition that supports the healthy growth and wellbeing of children. • Knowledge of the natural origin of foods and experience in food preparation is an essential life-skill. • Social mealtimes which can include food prepared together with care and respect, support healthy eating habits, digestion and physical development as well as encouraging healthy social relations.
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	- Encouraging the harvesting of food grown within the kindergarten gardens gives children a direct experience of 'garden to table'. - To deepen the children's connection with Papatūānuku through the kai that we grow and eat. <u>Te Whariki : Well Being :</u> Children experience an environment where their health is promoted
Objectives	- Food will meet the nutritional needs of children, and reflect the philosophy of the kindergarten. - Food served is where possible sourced from vegetarian, organic, wholefood sources and will include locally grown seasonal produce including food from the kindergarten garden. - The meal is served and eaten in a spirit of love and gratitude. - Children will be included in all aspects of food preparation as part of the kindergarten curriculum. - A focus on 'Garden to Table' will enhance children's learning outcomes.
Last reviewed	May 2020, Oct 2021, Oct 2022, August 2023, October 2023, January 2025
Next review	Term 1 2027

Guidelines:

1. A review of menus will be done no less than annually in the preterm meeting at the beginning of the new year, or if a person with allergies/intolerances joins the kindergarten.
2. The menu should provide foods which fit with the food and beverage classification system with 'everyday' foods dominating the menu (refer to the *Food and Beverage Classification System User Guide*).
3. "Occasional" foods and drinks that are high in energy, saturated fat and/or salt should be limited.
4. Children will participate in food preparation as part of the curriculum and this will include tuition on food safety and suitability.

Procedures

1. Menus will reflect the philosophy of the kindergarten and be based on a vegetarian diet of grains and vegetables.
2. A daily record will be kept of all food served (HS19) .
3. Menus will be reviewed by the kindergarten teachers.
4. Menus will avoid excessive preservatives, food colouring and food additives and refined sugar.
5. Dry goods will be organic (where possible).
6. Food will be prepared by teachers or assistant teachers with help from the children.

7. Organic fruit, vegetables and herbs will be grown and harvested from the kindergarten garden when possible. Children will be encouraged to help with caring for Papatūānuku when growing and harvesting food from the garden.
8. Harvesting of produce will be done under the supervision of an adult.
9. Fruit and vegetables including produce from the garden will be washed in potable water before eating and being prepared in accordance with Ministry and Health/Ministry of Education guidelines and Fossil Bay's "Supervision while eating policy".
10. Parents provide a lunch box with Morning Tea and Lunch inside. Children will not share food between lunch boxes.
11. Parents will be invited to prepare special foods for special occasions, for example festivals.
12. Healthy attitudes toward food and eating will be modelled by all teachers.
13. Children are encouraged to bring their own named drink bottle (water only) and potable water and cups will be available at all times (HS21).
14. All teachers, parents and visitors to the centre are required to follow the food preparation and hygiene procedures.
15. Food allergies, intolerances and special dietary requirements will be a shared responsibility of the child's parents and centre.
16. Mealtime rituals will be a pleasurable and unhurried time together.
17. There is a blessing or karakia before every meal served.

Supervision while eating

Rationale	The criterion aims to minimise the risk of choking on food and to ensure in an event of an adverse reaction appropriate action is taken.
Objectives	Children are supervised and seated while eating. Where food is provided by the service, foods that pose a high choking risk are not to be served unless prepared in accordance with best practice as set out in Ministry of Health: Reducing food-related choking for babies and young children at early learning services. Where food is provided by parents, the service promotes best practices as set out in Ministry of Health: Reducing food-related choking for babies and young children at early learning services and must provide to all parents at the time of enrolment a copy of Ministry of Health: Reducing food-related choking for babies and young children at early learning services [PDF, 84 KB]. https://www.health.govt.nz/publications/reducing-food-related-choking-for-babies-and-young-children-at-early-learning-services

Last reviewed	Oct 2022, November 2023, April 2025
Next review	Term 1 2027

Procedure:

Supervision While Eating:

- There will be a designated eating area available in the kindergarten.
- There will be set times for morning tea and lunch.
- Food will be eaten together as a community, at a table or on a fale mat as a picnic.
- Children will be required to sit while eating and encouraged to have their back upright, and their weight is supported by their buttocks rather than their feet.
- Children will be supervised by a staff member until they have finished eating, within ratio
- Staff will minimise distractions while eating and encourage children to focus on eating.
- Children will be encouraged not to speak with their mouth full.
- Food is to be directly placed in front of children so they are not twisting around which may cause them to lose control of food in their mouth.
- Children with known allergies will sit near an adult who has specific responsibility for monitoring their eating – see allergy and anaphylaxis procedures.
- It is preferable for children to be seated in a chair however a mat is acceptable if the above requirements are met.
- Parents are asked to exclude certain foods in childrens lunch boxes that cause anaphylaxis in other children at the centre

The following Foods will be excluded from the kindergarten menu due to the higher risk of choking.

- whole nuts or pieces of nuts, large seeds, like pumpkin or sunflower seeds
- hard or chewy sweets
- lollies crisps or chippies and corn chips
- hard rice crackers
- dried fruit- unless it as been soaked
- sausages, saveloys and cheerios
- popcorn and marshmallows

The following foods will not be served unless prepared in accordance with the Ministry of Health Guidance.

Food	Preparation All Ages	For tamariki aged 4–6 years you can also:
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Small hard food such as raw carrot, celery, apple	• Grate raw carrot, apple, or celery; or Spiralise to create vegetable or fruit spirals; or • Slice thinly using a mandolin or vegetable peeler; or • Cook until soft and cut into strips (around 4–6cm long*) that can be picked up with one hand	• Cut raw vegetables or fruit into sticks (around 4–6cm long*) that can be picked up with one hand.
Small round or oval food such as peaches, plums, watermelon papaya , grapes, cherry tomatoes, large berries, raw green peas	• Remove the stone and chop to an 8mm x 8mm size or smaller* (about half the width of a standard dinner fork). • Remove large seeds or large pips. • Quarter or finely chop grapes, large berries, and cherry tomatoes to an 8mm x 8mm size or smaller* • Cook raw or frozen green peas and squash with a fork	• Cut into sticks (around 4–6cm long*) that can be picked up with one hand. • Halve or quarter grapes, large berries, and cherry tomatoes. • Whole cooked green peas are acceptable
Fruit with skin such as peaches, plums, apples, nectarines, pears, tomatoes Alternatively, cook until soft and cut into strips (around 4–6cm long*) that can be picked up with one hand	• Remove the stone and chop to an 8mm x 8mm size or smaller* (about half the width of a standard dinner fork). • Grate raw apple or pear, or slice thinly using a mandolin or vegetable peeler.	• Finely chop tomato to an 8mm x 8mm size or smaller* • Cut raw fruit into sticks (around 4–6cm long*) that can be picked up with one hand.
Food with skin or leaves such as chicken, lettuce or other raw salad vegetables, spinach, cabbage	• Finely slice or chop salad leaves, lettuce, spinach, cabbage • No meat is to be used as part of the menu	
Compressible foods such as Pieces of cooked meat. Food with bones such as chicken nibbles and fish	• No meat is to be used as part of the menu	

Fibrous and stringy food such as raw pineapple	Peel the skin or strong fibres off where possible; and slice these foods thinly across the grain of fibres	
Thick pastes such as nut or seed butter	Use smooth thick pastes sparingly, spreading thinly and evenly onto bread.	

Children and teachers must harvest the food, bring it inside for washing and preparation, and supervise children eating it.

Staff will report any incidents of children receiving food not prepared according to this guidance to parents and the kindergarten manager.

Food Prepared by Parents for Sharing and Special Occasions

- The above exclusions and food preparation applies to any food grown onsite as well as food brought onto site that is shared with other children. Food not prepared according to these requirements cannot be served to children.
- No event e.g., festivals and shared lunches involving food on our site will be organised without prior permission of the kindergarten manager.
- Parents are respectfully asked to maintain a heightened awareness of their own actions and their role in protecting the health of all children in our kindergarten particularly during community events.

Food Prepared by Parents for their Own Child

- We will provide a [link](#) to the Ministry of Health booklet *Reducing food-related choking for babies and young children at early learning services* (2020) to each family upon enrolment and have a hard copy available at kindergarten.
- We will promote and encourage whānau to follow these examples of best practice when preparing food for their child's lunch box.
- Staff will discuss developmental needs and family preferences at biography interviews e.g. vegetarian, vegan, allergies, anaphylaxis, medical or health conditions. Where appropriate an individual health plan will be developed
- When food is provided from home it will not be policed by staff and parents are expected to use their discretion to provide a wholesome healthy lunch to suit their child's needs

Responding to Choking

- The kindergarten teachers will maintain first aid certificates.
- Staff will have PLD on health and safety procedures.

Response If a Child is Choking – from MOE criteria

1. If the baby is unconscious, do CPR.
2. If the baby is conscious, follow these steps
 - Call for help.
 - Hold the baby down lengthwise on your arm or knee.
 - Firmly support the head by holding the jaw.
 - Give 5 back slaps between the shoulder blades with the heel of your hand – not too hard – to create an artificial cough.
 - If the obstruction still has not come out, turn the baby over face up with head lower than the trunk (or body).
 - Give 5 chest compressions in the same place as for CPR, but at a slower rate (1 every 3 seconds).
 - Only remove the object if you can see it. Do not try to fish for it as you may push the object down further.
 - Continue back slaps and chest thrusts until the object comes out. If the baby becomes unconscious, follow the basic life support steps, and perform CPR.



<https://www.kidshealth.org.nz/choking-what-do>

Food storage and preparation (Food hygiene)

Rationale	At Fossil Bay Kindergarten, we recognise that the safe storage, handling, and preparation of food is essential to protect the health and wellbeing of the children in our care. We are committed to upholding high standards of hygiene and food safety in alignment with the Ministry of Health and Ministry of Education guidelines. This policy ensures that all kai provided or brought into our kindergarten is handled in a way that reduces the risk of foodborne illness, supports children's health, and reflects our values of respect, sustainability, and reverence for food.
Objectives	1. To protect children's health by ensuring all food is stored, prepared, and served according to current food safety regulations and hygienic practices.

	2. To minimise the risk of food contamination through clear procedures for cleaning, food handling, refrigeration, and allergy management. 3. To foster an understanding of care and responsibility among staff, children, and whānau in relation to food hygiene and preparation. 4. To support and uphold our Steiner philosophy, which views mealtimes as important social and cultural experiences that contribute to a child's sense of rhythm, wellbeing, and connection. 5. To promote sustainability and environmental awareness through thoughtful practices around food sourcing, preparation, and waste reduction. 6. To provide guidance to staff and families on safe and respectful food practices within the kindergarten environment. 7. Plans for children with allergies and special dietary needs are developed in collaboration with whanau
Last reviewed	May 2020, 27/10/21, Oct 2022, October 2023, Jan 2025
Next review	Term 1 2027

1. All dry food products must be stored in air tight containers and dated (expiry). Any perishable foods must be stored in the refrigerator, covered and dated.
2. Any person (adults and children) preparing food must ensure their hands have been thoroughly washed and dried first. Younger children will need support in ensuring this happens.
3. Unwell children are not to participate in communal food preparation. Children with coughs and runny noses will only make their own portion of food, where possible, i.e. buns.
4. It is the teacher's responsibility in each room to ensure all staff are aware of any child who suffers from food allergies or intolerances. This will also be displayed on the wall in the kitchen.
5. Bench or table tops are cleaned before and after food preparation.
6. The kitchen surfaces and equipment, hand basins, sinks and floors are to be kept hygienic, clean, well organised and tidy.
7. Prepared food waiting for consumption must always be covered.
8. Perishable food that is not consumed must be covered and stored in the fridge within two hours.
9. Fruit and vegetables are washed thoroughly before being cut for consumption.
10. A daily record of food supplied is kept.
11. Any equipment used to prepare food that cannot be washed in the dishwasher must be hand washed and placed in boiling water for two minutes and left to air dry.
12. Clean kitchen cloths and tea towels will be used everyday.
13. To avoid cross contamination and to respect tikanga Māori only cloths and tea towels from the kitchen are to be used in the kitchen.
14. The compost bin from the kitchen must be emptied into the garden compost bin daily or more often as required.

15. The kindergarten should be free of pests at all times. The centre manager will be notified immediately if any infestation occurs. It will also be noted in the daily records.
16. The centre manager will be notified immediately of any faults in the kitchen - such as a faulty fridge

Nappy changing / toileting policy

Rationale	Children's toileting/nappy changing needs should be met in an environment where they are treated with respect and dignity, their health is promoted and mana is protected.
Objectives	1. To meet children's nappy changing/toileting needs so that children, teaching staff and the environment are kept safe and healthy at all times. 2. To ensure that nappy changing/toileting areas are clean and accessible for children, parents and teachers. 3. The hygienic disposal of nappies is ensured
Last reviewed	May 2020, Apr 2021, Oct 22, Term 1 2024, May 2025
Next review	Term 4 2027

Nappy Changing Procedures:

1. Procedures will be displayed in the bathroom ensuring that every person using the facilities is made aware of the procedure to maintain general hygiene and children's safety and wellbeing.
2. Soiled nappies will be sealed in a plastic bag and taken off the premises for disposal by parents at play circle or in kindergarten placed in the nappy bin then taken to the wheelie bin by Kindergarten teaching staff or the cleaners at the end of the day.
3. Clean disposable gloves and disposable wet wipes will be used when changing a nappy or soiled child. The changing area will be wiped down with disinfectant after use, soiled clothing will be placed in a plastic bag for parents to take home.

Kindergarten Toileting Procedures:

1. Children are supported and encouraged to do all parts of the toileting as independently as possible e.g. pulling clothing down or up, using toilet paper, flushing toilet, washing/drying hands
2. Teaching staff will check the bathroom regularly for cleanliness and to give assistance to those children in need.
3. Children who have wet/soiled clothing will be supported in getting changed as independently as possible after being encouraged to use the toilet.
4. Wet/soiled clothing will be placed in a plastic bag for the child to take home.
5. Soiled children will be washed down with a disposable cloth and showered if needed.

6. A stool and small toilet seat will be available for smaller children in the kindergarten.

Handwashing

Rationale	Hand hygiene is the best way to prevent the spread of infections. We reinforce the importance of washing and drying hands after going to the toilet, if hands become dirty, and before preparing or eating food.
Objectives	Good hygiene
Last reviewed	Oct 2022, Term 1 2024, May 2025
Next review	Term 4 2027

Procedures:

We remind students and staff how to wash and dry their hands effectively to keep everyone well:

1. Wash hands under clean running water – warm water is best.
2. Apply soap.
3. Rub hands together on both sides, and in between fingers and thumbs for at least 20 seconds.
4. Rinse all the soap off under clean running water.
5. Dry hands all over for 20 seconds (using paper towels is best, or if at home, a clean, dry towel).

This information comes from the Ministry of Health: Hand washing.

Always wash and dry your hands when:

- Before eating or preparing food
- After Sneezing, coughing or blowing your nose
- After going to the toilet
- Having contact with animals

Cleaning and Cross Contamination Policy

Rationale	Robust cleaning practices are needed to protect the health and well being of teachers and children and uphold tikanga Māori practices. Robust protocols are needed to reduce the risk of cross contamination and spread of contagions.
Objectives	• To keep all kindergarten resources and equipment maintained and in good, clean condition.

	- Eco products are used wherever possible to ensure the health of children, staff and cleaners. - A regular cleaning schedule provides a clear standard of health and hygiene. - In the case of contagious illness/disease cleaning procedures will be adjusted according to M.O.H guidelines.
Last reviewed	May 2020, Sep 2021, Oct 2022, Mar 2024

Procedures:

- A cleaning schedule (notice) will be on display in the Tui bathroom/cleaners sink
- Required cleaning products will be stored appropriately and will be readily available and out of reach of tamariki.
- Nappy changing table and nappy change area will be cleaned after use using disinfectant spray and paper towels.
- Toilets will be checked throughout the day and cleaned as needed and at the end of the day.
- Disinfectant will be used for general sanitation of laundry, nappy changing area, bathroom and toilet surfaces
- Eco product detergent will be used for general cleaning, and other non-bathroom areas.
- Kindergarten teachers are responsible for the cleaning in the kitchen.
- All surfaces used for food preparation must be cleaned before and after use.
- A high standard of personal hygiene and regular handwashing is expected of all adults in the kindergarten.
- A separate rubbish bin will be used for hazardous waste.
- Nappy bin is used for nappies
- Cleaners and teachers will use separate cleaning materials, cloths and disposable gloves for each area to further reduce the risk of cross contamination between rooms and uphold tikanga Māori practices.
- The Finance Manager appoints cleaning contractors. Lead teacher to monitor cleaning standards.

Laundry policy

Rationale	Linen used by children or adults is hygienically laundered.
Purpose	To ensure linen and other items used by the children and staff are laundered regularly in order to maintain a high level of hygiene.
Objectives	The criterion aims to ensure that inadequate laundering practices do not pose a health risk to children.
Last reviewed	May 2020, Oct 2022, Mar 2024

Guidelines

1. All laundry will be laundered on site to ensure a consistent level of hygiene.
2. Consideration will be given to culturally appropriate laundering e.g. Tikanga Māori practices.
3. Laundry Procedures will be displayed in the Tui room cleaning sink area.
4. Environmentally friendly laundry products designed for sensitive skin will be used to ensure health of the environment, septic system and children.

Procedures

1. Children's bed linen will be stored separately and washed with items used on the body, weekly or as needed
2. Frequently used items will be identified daily and laundered as needed.
3. Indoor cloths, dress ups, dolls clothes will be washed together termly or more often if needed.
4. Soiled towels, clothing or other items will be stored and washed separately from all other laundry.
5. Soiled clothing from children will be returned to parents in a plastic bag.
6. Laundry will be line dried outside, under decks on wet days or put in the dryer.
7. In line with tikanga Māori practices, all laundry will be separated into tinana and kai and cleaning and washed separately in a hot wash (60 degrees or above).
8. Any items used by sick or soiled children will be soaked in disinfectant and washed separately (hot wash)

Smokefree environment

Rationale	Our smoke free policy allows us to comply with smokefree legislation, and promote a smoke free lifestyle to all members of the school and kindergarten community. This policy applies to all smoking and vaping products, including e-cigarettes. For the purpose of this policy, "smokefree" also means "vapefree".
Objectives	Smokefree environment and promoting a smoke free lifestyle
Last reviewed	Oct 2022, October 2023, January 2025
Next review	Term 1 2027

- Fossil Bay has a no smoking and no vaping policy which is supported by the The Smokefree Environments and Regulated Products (Vaping) Amendment Act 2020. Smoking and vaping may not take place inside the building, within the children's outside play area, car park area, or anywhere within the centre grounds.
- The smoke-free policy (including vaping) applies 7 days a week, 24 hours a day to all families, our team, contractors and visitors who are expected to abide by the Non-Smoking / Non-Vaping Policy. A breach of this policy may be the subject of formal disciplinary action.
- Employees are responsible for ensuring these requirements are met at all times.
- A 'no smoking' sign will be displayed at the centre at all times, and this includes vaping.
- All complaints will be responded to within 20 working days.

Emergency management

Rationale	Fossil Bay School and Kindergarten has emergency management procedures in place that allow us to prepare for and respond to fire, gas, and chemical-related emergencies, and situations requiring evacuation and reverse evacuation. We are guided in the development and implementation of our policies by legislation and the advice of relevant agencies.
Purpose	To be well prepared in the event of an emergency
Last reviewed	Jul 2022, March 2023, Feb 2024, December 2024
Next review	Term 4 2026

Please see the emergency plan in a separate document.



FOSSIL BAY
school & kindergarten

Printed emergency plans and procedures

Because of the potential loss of electricity, internet, cellular networks, and battery power, we keep an up-to-date printed copy of all our emergency management plans and procedures. We keep the printed hard copy in the school office. Twice a year, the lead teacher checks that the printed procedures are available and up to date.

Child protection

Rationale	In accordance with the requirements of Licensing Criteria HS31, HS32 and our obligation to ensure the wellbeing of children in our care under the Children's Act 2014 Fossil Bay is required to: • Provide a safe physical and emotional environment for students (also see Health and Safety Policy) • Provide a process for the promotion of positive behaviour for learning and the prevention of bullying • Provide a process for the prevention of child abuse and a procedure for responding to suspected child abuse which is consistent with Oranga Tamariki (formally Child, Youth and Family) and New Zealand Police guidelines. • Take all practicable steps to protect children from exposure to inappropriate material (e.g. of an explicitly sexual or violent nature) • Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees
Objectives	The following policy statements are to ensure that Fossil Bay acts in accordance with the requirements of the early childhood licensing criteria. This policy should be read in conjunction with the Health and Safety Policies.
Last reviewed	Written in Nov 22, approved 6th Dec 2022, Oct 23, Oct 2024
Next review	Term 3 2026

Role of the kindergarten, Police and Oranga Tamariki

Fossil Bay is committed to the prevention of child abuse and neglect and to the protection of all children.

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

The safety and wellbeing of children will always be given priority when investigating suspected or alleged abuse.

We will take all practicable steps to provide a safe environment, free from violence, physical, emotional, verbal or sexual abuse.

We support families/whanau to protect their children.

Policy Principles

- The interest and protection of the child is paramount in all actions.
- We recognise the rights of family/whanau to participate in the decision making about their children.
- 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.
- 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.
- We will always comply with relevant legislative responsibilities.
- We are committed to share information in a timely way and to discuss any concerns about an individual child with colleagues or the person in charge.
- 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.
- This policy will be reviewed at least every 3 years and always when following a report of concern or incident.

Supervision

Children at Fossil Bay are to be supervised at all times by Kindergarten kaiako.

Prevention

- Everyone in the community shares responsibility for preventing the abuse of children.
- For the safety and wellbeing of all, parents will be made aware of Fossil Bay's policy and procedures relating to health and safety and child and youth protection.
- Fossil Bay will support children to assert their right to be safe, identify and respect personal boundaries, develop problem solving and social skills and gain the confidence to seek help.
- The kindergarten will promote positive parenting and access to appropriate information and resources for parents and whānau, relating to child and youth protection.

Identifying possible abuse or neglect

Emotional abuse

- Any act or omission that results in adverse or impaired psychological, social, intellectual and emotional functioning or development.
- This can include: Patterns of isolation, degradation, constant criticism or negative comparison to others. Isolating, corrupting, exploiting or terrorising a child can also be emotional abuse.
- Exposure to family/whānau or intimate partner violence.

Neglect

Neglect is 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. Neglect can be:

- Physical (not providing the necessities of life like a warm place, food and clothing).
- Emotional (not providing comfort, attention and love).
- Neglectful supervision (leaving children without someone safe looking after them).
- Medical neglect (not taking care of health needs).

- Educational neglect (allowing chronic truancy, failure to enrol in education or inattention to education needs).

Physical abuse

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

Sexual abuse

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

- **Contact abuse:** touching breasts, genital/anal fondling, masturbation, oral sex, penetrative or non-penetrative contact with the anus or genitals, encouraging the child to perform such acts on the perpetrator or another, involvement of the child in activities for the purposes of pornography or prostitution.
- **Non-contact abuse:** involves non-touching activities, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing. It includes: exhibitionism, voyeurism, exposure to pornographic or sexual imagery, inappropriate photography or depictions of sexual or suggestive behaviours or comments.

Indicators of Emotional Abuse

There may be physical indicators that a child is being emotionally abused. Some examples of this are:

- Bed-wetting or bed soiling that has no medical cause
- Frequent psychosomatic complaints (e.g. headaches, nausea, abdominal pains)
- Prolonged vomiting or diarrhoea
- Has not attained significant developmental milestones
- Dressed differently from other children in the family
- Has deprived physical living conditions compared with other children in the family

There may also be behavioural indicators that a child or young person is being emotionally abused. Some examples of this are:

- Suffers from severe developmental gaps
- Severe symptoms of depression, anxiety, withdrawal or aggression
- Severe symptoms of self-destructive behaviour – self-harming, suicide attempts, engaging in drug or alcohol abuse
- Overly compliant; too well-mannered; too neat and clean
- Displays attention seeking behaviours or displays extreme inhibition in play
- When at play, behaviour may model or copy negative behaviour and language used at home

There may be indicators in adult behaviour that could indicate emotional abuse. Some examples of this are:

- Constantly calls the child or young person names, labels the child or publicly humiliates the child

- Continually threatens the child or young person with physical harm or forces the child to witness physical harm inflicted on a loved one
- Has unrealistic expectations of the child or young person
- Involves the child or young person in “adult issues”, such as separation or access issues
- Keeps the child or young person at home in a role of subservient or surrogate parent

Indicators of Neglect

There may be physical indicators that a child or young person is being neglected. Some examples of this are:

- Inappropriate dress for the weather
- Extremely dirty or unbathed
- Inadequately supervised or left alone for unacceptable periods of time
- Malnourished
- May have severe nappy rash or other persistent skin disorders or rashes resulting from improper care or lack of hygiene

There may also be behavioural indicators that a child or young person is being neglected. Some examples of this are:

- Demonstrates severe lack of attachment to other adults
- Poor school attendance or school performance
- Poor social skills
- May steal food
- Is very demanding of affection or attention
- Has no understanding of basic hygiene

There may be indicators in adult behaviour that could indicate neglect. Some examples of this are:

- Fails to provide for the child or young person’s basic needs, such as housing, nutrition, medical and psychological care
- Fails to enrol a child or young person in school or permits absenteeism
- Leaves the child home alone
- Is overwhelmed with own problems and puts own needs ahead of the child or young person’s needs

Indicators of Physical Abuse

There may be physical indicators that a child or young person is being physically abused. Some examples of this are:

- Unexplained bruises, welts, cuts, abrasions
- Unexplained burns
- Unexplained fractures or disclosures

There may also be behavioural indicators that a child or young person is being physically abused. Some examples of this are:

- Is wary of adults or of a particular individual
- Is violent to animals or other children or young people
- Is dressed inappropriately to hide bruises or other injuries
- May be extremely aggressive or extremely withdrawn
- Cannot recall how the injuries occurred or gives inconsistent explanations

There may be indicators in adult behaviour that could indicate physical abuse. Some examples of this are:

- May be vague about the details of the cause of injury and the account of the injury may change from time to time
- May blame the accident on a sibling, friend, relative or the injured child or young person
- Shakes an infant
- Threats or attempts to injure a child or young person
- Is aggressive towards a child in front of others
- May delay in seeking medical attention for a child or young person

Indicators of Sexual Abuse

There may be physical indicators that a child or young person is being sexually abused. Some examples of this are:

- Torn, stained or bloody underclothing
- Bruises, lacerations, redness, swelling or bleeding in genital, vaginal or anal area
- Blood in urine or faeces
- Sexually transmitted disease
- Unusual or excessive itching or pain in the genital or anal area

There may also be behavioural indicators that a child or young person is being sexually abused. Some examples of this are:

- Age-inappropriate sexual play with toys, self or others
- Bizarre, sophisticated or unusual sexual knowledge
- Comments such as “I’ve got a secret”, or “I don’t like uncle”
- Fear of certain places e.g. bedroom or bathroom

Some examples of this in older children or young people are:

- Eating disorders
- Promiscuity or prostitution
- Uses younger children in sexual acts
- Tries to make self as unattractive as possible

There may be indicators in adult behaviour that could indicate sexual abuse. Some examples of this are:

- May be unusually over-protective of a child or young person
- Is jealous of a child or young person’s relationships with peers or other adults or is controlling of the child or young person
- May favour the victim over other children
- Demonstrates physical contact or affection to a child or young person which appears sexual in nature or has sexual overtones

Reporting and acting on bullying

Bullying is ongoing targeted behaviour aimed at another person and can happen in many contexts and situations including on websites and by cell phone. Examples include: physical aggression such as punching or hitting, verbal behaviour such as repeated teasing, threatening, taunting or name-calling, or non-verbal or physical behaviours such as repeated ignoring or excluding.

Any incidents of bullying will be reported, recorded and investigated in accordance with the Health and Safety policy and associated guidelines.

Reporting and acting on child abuse and neglect

Effective child protection requires a full, accurate and prompt sharing of information.

When there is evidence or suspicion of child abuse, neglect, relationship violence or cyber-bullying reported, Fossil Bay child and youth protection procedures will be enacted. Many people fail to report abuse in case their suspicions are wrong. Section 16 of the Oranga Tamariki Act (1989) protects people who notify concerns of abuse in good faith from civil and criminal proceedings. The child's safety should always be the paramount consideration in the notification process.

No decisions or actions in respect of suspected or actual child abuse, neglect, relationship violence or cyber-bullying are to be made by any Kindergarten kaiako, or management in isolation, unless there are concerns for the immediate safety of the child. A consultative approach is essential to ensure the safety of the child and the kaiako. Kindergarten kaiako and Playgroup leaders must discuss their concerns with management as appropriate.

In situations involving complaints and disclosures care must be taken to consult Fossil Bay policy and procedures relating to complaints and protected disclosure. Decisions about informing parents or caregivers about suspected or actual child abuse, neglect, relationship violence or cyber-bullying should be made after consultation between the kindergarten and Oranga Tamariki.

Where conflicting legislative requirements make decision-making pathways unclear, advice will be sought.

Referrals from the kindergarten to outside agencies

Referrals to outside agencies (e.g. Oranga Tamariki and/or NZ Police) will be in accordance with kindergarten policy and procedure and the requirements of the Children's Act 2014.

Record keeping

Any reported incidents or disclosures involving bullying or suspected abuse or neglect will be recorded according to incident procedures. This information will be stored securely.

Inappropriate material

Rationale	Fossil Bay aims to uphold the safety and wellbeing of children by ensuring that there are appropriate child protection systems in place
Objectives	The kindergarten is committed to taking all practicable steps to protect children from exposure to inappropriate images, material and toys (for example, of an explicitly sexual or violent nature).
Last reviewed	Written in Nov22, Approved Dec 2022, Dec 2024
Next review	Term 4 2026

Procedures

- Kaiako will create a beautiful and aesthetic creative environment for children
- Kaiako will consider the appropriateness of any kindergarten resource acquisition with a view to child protection.
- Kaiako will encourage parents to keep home toys at home. Exceptions may be made during periods of change and transitions where a familiar toy, cuddly or object, supports a child's wellbeing.
- Kaiako will actively discourage materials and images of a violent or sexualised nature, including guns.
- Kaiako will keep any toys, materials or images of a violent and sexualized nature arriving at kindergarten in the 'home basket' for safe keeping and return to parents.
- Having respect for the dignity of the child and their family, teachers will request that any toys, materials and images of a violent nature are not brought to kindergarten and explain the reasons why.
- In keeping with the kindergarten philosophy and special character of Steiner education, tamariki will not be exposed to electronic media.
- Fossil Bay child protection policy and procedures will be followed

Definitions

- **Child** – any child or young person aged under 17 years and who is not married or in a civil union.
- **Child protection** – activities carried out to ensure that children are safe in cases where there is suspected abuse or neglect or are at risk of abuse or neglect.



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- **Designated person for child protection** – the manager/supervisor or designated person responsible for providing advice and support to staff where they have a concern about an individual child or who want advice about child protection policy.
- **Disclosure** – information given to a staff member by a child, parent or caregiver or a third party in relation to abuse or neglect.
- **Oranga Tamariki** (previously known as Child, Youth and Family) – the agency responsible for investigating and responding to suspected abuse and neglect and for providing care and protection to children found to be in need.
- **New Zealand Police** – the agency responsible for responding to situations where a child is in immediate danger and for working with Child, Youth and Family in child protection work and investigating cases of abuse or neglect where an offence may have occurred.



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Governance, Management and Administration

Communication with parents and whānau

Rationale	We recognize and value the importance of communication with parents and whānau and we aim to make this as regular, positive and informative as possible. To support this, we have a wide range of communication means in place.
Objectives	To create strong responsive and reciprocal working partnerships with parents and whānau in order to provide the best possible learning environment for our tamariki. Te Whāriki: Belonging :Goal 1. <i>“Children and their families experience an environment where connecting to family/whanau are affirmed and extended”.</i> Goal 2: <i>“Children and their families experience an environment where they know that they have a place”.</i>
Last reviewed	May 2020, March 2023, June 2024, Nov 25

Procedures:

- Parents and Whānau will be welcomed appropriately and will be encouraged to be contributing members of our Kindergarten.
- Teachers will exchange information and ideas informally with parents on a daily basis at pick-up time or in a more formal, pre-arranged meeting if required. The teaching team will ensure that at least one teacher will be available and responsive to parents/whānau and tamariki at drop off time to support children to settle as best as possible into the centre environment.
- Notice Boards are located near the main entrance to communicate necessary information to all parents. This board is updated regularly with reminders and upcoming events.
- Parents are also kept informed through regular email updates and newsletters
- Teachers and parents will meet termly either for parent education evenings where curriculum, philosophy, festivals and other relevant themes are explored or one-on-one meetings. Other events held at the kindergarten will provide opportunities for whānau, parents and teachers to come together.
- Programme planning and events are displayed for parents to view.
- When reviewing a policy consultation with parents and whānau is actively sought through the newsletter.
- Journey Books are kept for each child, to communicate information to parents and whānau about their child's development, daily activities and special moments. There is space in these books for family contributions.
- Parents and whānau are encouraged to work in partnership alongside the teachers and management closely.
- Teachers are bound by confidentiality and are not permitted to release any information concerning another child's health or behaviour.

Reference: Education (Early Childhood Services) Regulations 2008, (reg. 47)** (also refer to Fossil Bay's Settling in Policy and Policy Review Policy)

Concerns and Complaints

Rationale	This policy provides staff members, parents/caregivers, and the wider kindergarten community with clear guidelines for raising and resolving concerns and complaints. We encourage open communication and prefer that you come to us to talk through any issues rather than discussing them in the community.
Objectives	We have procedures in place to ensure that complaints and concerns are handled appropriately. Our procedures enable us to: • maintain a safe environment for our students and staff • treat all people fairly, transparently, and with dignity and respect • resolve matters of concern early, if possible • respond to feedback and concerns constructively • deal with complaints fairly, effectively, and in a timely manner • take into account individual circumstances • maintain confidentiality • preserve and enhance school and community relationships • monitor and record complaints and concerns about student safety and wellbeing.
Last reviewed	Mar 2021, Oct 2022, October 2023, Jun 2024

Most concerns can be resolved informally through discussions with the people concerned. The school and kindergarten also have a procedure for making a formal complaint if informal discussion doesn't resolve the issue. We will be able to manage your concerns and complaints more effectively if you raise them with us promptly.

Complaints about events that occurred more than three months earlier, do not involve you or your children, or which have been made anonymously, will not usually be formally investigated.

Guidelines for Raising Concerns

Our primary goal is to create the best learning environment for the students of our kindergarten. We encourage open communication and prefer that you come to us to talk through any concerns rather than discussing them in the community.

1. Discuss the issue with the right person.
 - If you have a general concern about the kindergarten or its programmes, discuss it with the lead teacher or management.

- If you have a particular concern about a staff member or a Kindergarten activity, contact the person involved to discuss the matter privately. We ask that you make this direct approach as soon as possible. Be prepared to make time to discuss your concern if the person involved is unable to talk with you straight away. Be open to listening to the other side of the story to avoid communication breakdowns.
- If you do not wish to approach the person involved, contact the lead teacher (or general manager) to discuss your concern. The lead teacher or general manager may communicate with the person involved.
- If you have a concern about your own child or one of our other students, contact the student's class teacher, lead teacher or the general manager to discuss the matter. If your concern relates to another student, you must not approach that student directly.
- If you have a concern about another parent, caregiver, or member of the school and kindergarten community on a school related matter, raise this with the general manager.
- If the matter concerns the general manager and you have not first resolved it by discussion, or you feel uncomfortable directly approaching the general manager, contact the trust chair.
- If the matter concerns a trust member, contact the trust chair, or treasurer if it concerns the trust chair.

If you approach a trust member with your concerns you will be asked to follow the guidelines above, and the trust member will inform the general manager and trust chair.

2. Work towards a resolution.

- In most cases, constructive discussion will resolve your concerns.
- If you are unhappy with the outcome of your initial meeting, contact the general manager or the trust chair to discuss further resolution.
- If this process does not resolve your concern, you can make a formal complaint.

Formal Complaints

If your concerns have not been resolved, or for more serious matters, you can make a formal complaint.

Formal complaints may be about an employee of the kindergarten, a parent or caregiver, a student, or any matter within the kindergarten's responsibility.

In the interests of fairness, any formal complaint or serious allegation must be made in writing and resolved as quickly as possible given the details and the steps that need to be considered.

All parties should respect confidentiality, including avoiding the use of social media to promote a point of view.

To make a complaint:

Put your specific complaint(s) in writing with as many facts and details as possible, including the names of people involved and dates of events, together with any steps you have taken to resolve the matter and your preferred contact details.

The letter or email should be marked "confidential" and sent to:

- the general manager, if the complaint is about a staff member, student, parent or caregiver, or other member of the school community
- the trust chair, if it is about the general manager
- the deputy chair, if it is about the chair.

Contact details for the general manager, trust chair, and deputy chair are available at the school office.

When your complaint is received:

The general manager, trust chair, or deputy chair will check that your complaint has come to the correct person and then send you an acknowledgement of receipt, usually within a week. You may be asked for further details about your complaint, to assist in determining the appropriate investigation process.

The general manager (if the complaint is about a staff member, student, parent or caregiver, or other member of the school community) will:

- inform the trust chair of any complaints about staff members, students, parents or caregivers, or other members of the school community
- take steps to resolve the complaint in accordance with their delegated authority and the relevant kindergarten policies, including undertaking a preliminary assessment of the complaint:
 - More general complaints or those which are unlikely to lead to disciplinary action against a staff member will be resolved informally.
 - Potentially sensitive matters or more serious complaints which could lead to disciplinary action against a staff member may be referred to the trust for consideration in-committee, with a view to determining the required level of trust or chair involvement.
- follow the general guidelines for Investigate a Formal Complaint or Serious Allegation
- take appropriate advice from advisors
- report to the trust in accordance with school and kindergarten policy.

The trust chair (if the complaint is about the general manager) will:

- undertake a preliminary assessment of any complaints about the general manager
 - More general complaints or those which are unlikely to lead to the trust taking action against the general manager will be promptly discussed with the general manager at an informal meeting, usually held within a week of receipt of the complaint, where the potential resolution can be considered.
 - The process for managing complaints which appear more serious and could lead to the trust taking action against the general manager will be determined by the trust at an in-committee meeting usually held within a week of receipt of the complaint. The complaint will then be promptly disclosed to the general manager together with an indication of the proposed process for managing the complaint.

- follow the general guidelines for **Investigate a Formal Complaint or Serious Allegation**
- take appropriate advice from advisors such as NZSTA.

The deputy chair (if the complaint is about the chair) will:

- call an in-committee trust meeting to discuss any complaints about the chair and determine an appropriate process for resolution
- take appropriate advice from advisors such as NZSTA if appropriate.

Subject to the privacy of the person or people concerned, we will keep you informed about the process and the expected timeframe for any investigation, and will provide you with written confirmation when the matter is concluded.

Relevant collective employment agreement provisions for dealing with complaints about staff members must be observed, including protecting the staff member's dignity and mana, advising them of their right to seek support and representation before responding to complaints, and giving them a reasonable opportunity to take that advice.

Investigation process

Your views are important to us, and all complaints are taken seriously. However not all complaints will require a formal investigation. In determining whether a formal investigation may be required, the general manager, trust chair, and/or trust may consider any preliminary response from the person the complaint is about, and any action the school has taken previously, including meetings and correspondence. There may be other processes which can more constructively address general concerns, opinions, and views about the school.

A full documentary record of any formal complaint is completed and stored confidentially in a secure location.

Investigate a Formal Complaint or Serious Allegation

Depending on the nature of the complaint, the preliminary steps may include:

- asking you for more details about your concerns so that they can be properly investigated
- referring you back to the person or people you have complained about to explore options for informal resolution
- referring the matter to the trust for consideration at an in-committee meeting, so that the trust can determine the next steps
- taking appropriate advice from advisors such as NZSTA.

Not all complaints require an investigation but all written complaints will be disclosed to the person concerned at the earliest opportunity, either as part of a preliminary or informal process or together with an explanation of the process for investigation and resolution of the complaint.

- If your formal complaint **does not** justify a formal investigation, the general manager or trust will consider the issues raised and all of the relevant information, and provide you with a written response.

- If your formal complaint **does** justify a formal investigation, then subject to the privacy of the person or people concerned, we will keep you informed about the investigation process and the expected timeframes, and will provide you with written confirmation when the matter is concluded.

The NZ School Trustees Association (NZSTA) or legal counsel should be contacted for advice before proceeding to investigate. The school and kindergarten's insurer should be notified early in the process and kept informed of progress. Consult with external agencies as appropriate (e.g. Oranga Tamariki – Ministry for Children, and/or police) to ensure any actions do not undermine other investigations.

The Employment Relations Act provides for confidential resolution of employment disputes in certain circumstances, the terms of which are usually recorded in a settlement agreement.

The kindergarten will not include in any settlement agreements or any terms which would be inconsistent with the school's statutory obligations, including the Teaching Council's mandatory reporting requirements, or when they would be contrary to a culture of child protection, such as when the conduct at issue concerns the safety or wellbeing of a child.

Trust members with a potential conflict of interest will not take part in the investigation. If the complaint is against the general manager or the general manager has had significant involvement in the alleged events giving rise to the complaint, the general manager will not take part in the investigation process.

The following general guidelines will assist in conducting an investigation. They are directed at complaints made against staff members, but can be adapted as appropriate to apply to any complaints about students, parents, the general manager, trust member, or any other person, and to reflect the nature of the matters under investigation.

Responsibility	Action
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General Manager
and/or the trust
chair

1. Conduct a preliminary assessment of the complaint, which may include hearing from the party complained of, and determining whether a formal and/or informal investigation is appropriate.

If the complaint is serious and relates to matters which could justify the staff member's suspension, take advice from NZSTA or the school's lawyer and follow the contractual suspension process.

Determine the scope of the investigation, and level of trust involvement (if any).

If the general manager will not be responsible for investigating the complaint, consider appointing a trust member or trust committee to investigate the complaint and determine the facts; and whether to delegate (by trust resolution) the responsibility to make decisions as to the outcome to that trust member or committee.

Consider, depending on the seriousness of the issue or any potential conflicts of interest, whether an independent or specialist investigator should be appointed to make preliminary fact findings for the trust's consideration.

Consider carefully if any investigator or other person involved in the investigation or decision making (including any staff member or student representative) has a potential conflict of interest or potential for bias. Consider and decide how to best manage or mitigate that conflict or potential for bias, including where necessary removal from the investigation or decision-making process.

Note that the trust cannot delegate decision-making responsibility to non-trust members. It is prudent to provide the investigator with clear terms of reference including that you are not looking for any recommendations on what you have to do next, just fact-finding, including, on the balance of probabilities, the investigator's view of disputed factual issues. Be aware of kindergarten policy and legislative requirements, including that if the complaint involves a child, permission to interview the child must be obtained and consideration should be given to appointing an investigator with some expertise in interviewing children and young people.

2. Inform the school and kindergarten's insurance company of the complaint and steps taken to resolve it. This is a strict insurance policy requirement to maintain cover in any matter that might involve a claim on the school's insurance. The school's insurers will usually require boards to follow advice from NZSTA or the school's lawyer in dealing with any matters which could lead to disciplinary action against a staff member.

3. Inform the staff member involved that an investigation is planned, and the scope of the investigation. Include, if applicable, the identity of any independent investigator, and confirm (in writing) that they are entitled to seek union or legal advice and representation. Remind them that they may also bring a support person or whānau member to any meeting. Consider the vulnerability of a person subject to a complaint and offer them practical support.

Continue to ensure the complainant is kept informed of progress in the process, without disclosing any details or findings.

4. Provide the staff member complained about with a letter explaining the specific concerns, attaching all of the relevant information, and outlining any potential disciplinary outcome. Give the staff member a reasonable opportunity to consider the allegations and take independent advice before they provide their written and/or oral response to the complaint.

Seek NZSTA or legal advice in preparing your correspondence with the staff member and about running any meetings.

Investigator/investigating committee

5. Complete and take comprehensive notes on relevant inquiries and interviews. Meeting and interview notes should be provided to the interviewee for their comment and confirmation. Note that taping of meetings and interviews is permitted, provided you advise the other party of your intention to do so and make a copy available to them.

Be aware that employees are entitled to copies of all information relating to them personally. Seek legal advice if unsure about the disclosure of information, or contact the Privacy Commission or Ombudsman's Office.

6. Make detailed notes of all discussions, interviews, questions, and answers. The notes should record the facts related to the investigation rather than opinions or comments which could be taken to suggest the outcome had been predetermined. Disclose the notes to the other party.
7. Consider the staff member's responses and all other relevant information, reach a determination on the balance of probabilities about any disputed facts, and decide whether or not the complaint has been substantiated.

Prepare a draft report for the staff member's comment if required to do so by the terms of reference, and then finalise the investigation report.

Investigator
(if they do not
have delegated
authority to make
the decision as to
outcome)

8. Brief the trust in-committee on the scope and outcome of the investigation and its findings.

Decision maker
(trust investigator
or committee, the
full trust, or the
general manager)

9. Determine any next steps including whether any disciplinary action may be appropriate.

Provide the staff member with a copy of the investigation report and a letter either concluding the process or explaining the next steps, including identifying the specific concerns, and the options being considered with regard to any proposed disciplinary action together with the reasons those options may be appropriate in the circumstances. Invite the staff member (through their representative if applicable) to respond at a meeting and/or in writing to the report's findings and to the specific concerns, and to comment on any disciplinary options being considered.

If a meeting is held, ask any relevant questions but confine them to issues already identified. This is not an opportunity for either party to raise any new matters. Appoint a good note taker.

- 10 Following the meeting, or on receipt of the staff member's written response, consider whether any further investigation may be required, then make your decision as to factual matters (recording how you arrived at the decision) and the reasons for any disciplinary consequences.

Depending upon the seriousness of the situation you may need to take a day or two to consider all of the relevant information before making a final decision.

Inform the staff member of the decision. If this is done at a meeting rather than by letter it must be confirmed in writing.

Investigator (if they have the delegated authority to make the decision as to outcome)

- 11 Report to the trust in-committee.

General Manager and/or the trust chair

- 12 Report back to the complainant(s), reassuring them as far as possible while considering confidentiality and any requirements of collective agreements, of the steps undertaken to resolve their concern, and facilitate any further steps which may be required to provide satisfactory closure.

Ensure ongoing support for the complainant and the person being complained about during and after the investigation. If the complainant is not satisfied, the trust chair should advise the complainant of further avenues, e.g. Human Rights Commission, Ombudsman, Ministry of Education, ERO, Privacy Commissioner.

- 13 File in a register of complaints and concerns about in and out of school behaviour and keep for 'in-committee'. Hold all recorded minutes securely.

- 14 Determine whether a report needs to be made to the Teaching Council, in compliance with the mandatory reporting requirements.

For any complaint, if you are not satisfied with the outcome you are able to contact the local Ministry of Education office by Phone: 09 632 9400. The Auckland office of the Ministry of Education is on 12-18 Normanby Road, Māori Eden, Auckland 1024. Private Bag 92644, Symonds Street, Auckland 1149, DX number CX10104.

Financial

Rationale	The trust is responsible for the management, organisation and administration of the school and kindergarten. Through effective governance, the trust will be responsible for the financial management of the school and kindergarten. The trust is required to pre-approve annual budgets; to monitor and control school expenditure and to ensure that the annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989).
Objectives	• To ensure accountability for the control of kindergarten finances. • To report to all interested parties and present accounts for audit. • To ensure efficient and appropriate use of funds.
Last reviewed	Oct 2022 , Oct 2024
Next review	Term 2 2026,

Guidelines

Governance

The trust maintains a governance role which includes the establishing and maintaining financial policies, setting strategic direction for the school and kindergarten and allocating resources to achieve the school and kindergarten goals. Every trustee has the responsibility for ensuring they understand key financial information.

General Manager (GM)

- The trust delegates its day to day financial management responsibilities to the General Manager (GM). The GM has the responsibility for ensuring that the trust's obligations are met. The GM ensures systems are in place to ensure the school and kindergarten is managed, organised and administered. The GM makes decisions on what systems are needed to ensure the trust is able to attest to its legal obligations.
- The GM is responsible for maintaining sound financial systems, understanding key financial information about their school and kindergarten and providing appropriate reporting.
- The GM is responsible for monitoring and controlling school and kindergarten expenditure to make sure that the money is spent on the school's priorities as planned and budgeted.
- The GM will ensure the trust receives:

- regular monthly reports
- annual audited financial reports
- suggested annual budget for the following school year for approval
- The GM may delegate financial management tasks to school employees and may also pay for external accounting services.
- The GM retains full responsibility for the financial records and reporting.

Financial Statements

- Through the GM, the trust will monitor monthly the cumulative accounts for budget compliance. The trust will ensure that it is fully informed regarding any variances against budget and is prudent in taking action where necessary to ensure that the school and kindergarten is able to meet future financial commitments.
- The trust will ensure the annual financial statements are accurate and prepared on a timely basis. The annual financial statements must meet current legislative requirements with regard to disclosures and statutory reporting timeframes. The trust will take notice of any issues raised at the annual financial audit and undertake any actions necessary to remedy any weaknesses that have been brought to their attention.

Long Term Financial Planning

The trust will undertake and regularly review long term financial management planning to ensure that the school and kindergarten can meet the cost of maintenance, resources and other commitments outside the annual financial budget.

Conflict of interest

Actual and potential conflicts of interest must be declared and managed appropriately. A conflict of interest arises where a trustee has an interest that conflicts (or might conflict, or might be perceived to conflict) with the interests of the trust itself. That interest may relate to money or any other potential benefit. The key question to ask when considering whether an interest might create a conflict is: "Does the interest have the potential to create an incentive for the trustee to act in a way which may not be in the best interests of the school?" A conflict of interest may take a number of forms. It may be financial or nonfinancial. It may be direct or indirect. It may be professional or family related. A conflict of interest may arise from family relationships, existing professional or personal relationships, directorships or other employment, interests in business enterprises or professional practices or share ownership.

Legislative compliance:

Section 75 of the Education Act, 1989; Public Finance Act 1989; The Public Finance Act 1989, The Financial Reporting Act 1993 and relevant Financial Reporting Standards and Section 4 of the National Administration Guidelines Section 66 of the Education Act 1989. Education Act 1989 -s3 and s87, NAG 4, s168 Crown Entities Act 2004

Fees

Objectives	The kindergarten's financial goal is to receive suitable income to meet an annual budget to provide Waldorf Early Childhood education under the not-for-profit "Waiheke Island Rudolf Steiner Education Trust". The kindergarten receives financial support from the Ministry of Education, parent fees, donations and from parent fundraising.
Last reviewed	Oct 2022, Oct 2024
Next review	Term 2 2026

- All children aged 3, 4 & 5 in New Zealand are eligible to use 20 ECE hours per week from the government. 6 year old students have different fees as per parent handbook.
- In order to ensure the economic life of the school and kindergarten, optional charges are sought for the special character of Fossil Bay Kindergarten and the operating costs involved in exceeding the minimum regulated standards – such as high levels of staffing, organic food staples as part of the food preparation curriculum, natural first aid supplies, natural resources, festivals and events etc.
- Families choosing to enrol their children are required to indicate their financial commitment on the signed enrolment form. They have the right to review this at any time. The school and kindergarten requires all fees to be paid according to their agreement.
- Current schedule of fees and non-refundable enrollment fee is found in the Parent Handbook and any changes are communicated in the newsletter.
- Parents/guardians/caregivers are to pay the fees for all enrolled days even if their child is absent (e.g. unwell or on holiday).
- A child will not be barred from receiving Steiner education in the case of unforeseen hardship, provided fee arrangements are discussed prior to the child starting with the school and kindergarten and agreed by them. In situations where additional support is granted to families to enable the children to receive a Steiner education at Fossil Bay, confidentiality will be maintained at all times.
- 3 weeks' notice (or payment in lieu thereof) is to be given before withdrawing the child.
- Guardians are responsible for any extra payment required for their child that has extra needs.
- Enrolment is exclusive of school term breaks and statutory holidays. The standard service is closed and there is no charge for these days. Holiday programs might be offered.
- Guardians are responsible for the payment of fees, irrespective of any third party arrangements e.g. WINZ.
- Fossil Bay only accepts enrollment for full days.
- It is a Ministry of Education funding rule that after three weeks continued absence, a child is withdrawn from the roll. Where a child is to be absent from the kindergarten for a period of 3 weeks or more, to secure a child's space, a holding fee is payable as per parent handbook. This must be arranged with management in advance.
- Fossil Bay reserves the right to change fees at any time and commits to giving 6 weeks's notice in advance of any adjustments. Any fee changes will be entirely at the discretion of the management and trust.
- For a change of enrolment days the appropriate form must be used and filed with the lead teacher.

- If fees are not paid the kindergarten will communicate with the family in an effort to come up with a payment plan. If this fails the account will be handed to a debt collector. Any unpaid debts will incur all collection costs.

Enrolment policy and waiting list procedure

Rationale	• To foster respectful relationships with new whanau through clear communication regarding our enrolment processes and upholding our commitment to Te Tiriti o Waitangi • To ensure children are accepted into the kindergarten from the waiting list in a fair and systematic manner, and to maintain healthy kindergarten numbers and dynamics.
Objectives	• The enrolment procedure is a way to welcome new families into our community and inform them of the special character of Rudolf Steiner education. Families are informed of the daily, weekly and seasonal rhythm of the kindergarten and how they can participate in the smooth running of our kindergarten. • This process is done through the provision of written information as well as discussions and meetings with the child's family. • To ensure clear and thorough communication and expectations between families and Management/Teacher in the interim waiting list process. • The following criteria are used to determine when children will be accepted to start kindergarten.
Last reviewed	May 2020, March 2023, December 2024
Next review	Term 4 2026

Enrolment Procedures:

1. Parent/caregiver enquires about space for their child to attend our kindergarten
2. The manager or administrator is the first point of contact for parents, ensures rolling communication, answers queries and gathers initial information.
3. Lead teacher arranges a visit for the family.
4. Administrator sends family
 - a. Expression of interest if the kindergarten is full and the family would like to join our waiting list or
 - b. an application form for immediate enrolment
 - c. Link to our parent handbook (which includes information about the enrolment process)
 - d. Any other information of interest
5. Family submits the online form. Immunisation details and a copy of the child's birth certificate or passport need to be submitted with the application form.



6. Administrator adds child to the pre-enrolment register and/or waitlist, recording date of birth and date entered into list. The lead teacher is notified.
7. Lead teacher and manager discuss enrollments ('ins and outs') and parents are contacted when a space becomes available.
8. A biographical meeting is held between the Parent and Teacher to discuss the child in more detail and any additional questions the parent may have.
9. Parents arrange a meeting with the manager to sign the application form on paper prior to starting. Please email management@fossilbay.co.nz to arrange a time for this.
10. Following this a start date and days of attendance is decided upon between Parent, Teacher & Manager. It is beneficial for the settling of tamariki if they attend kindergarten at least 3 days per week. Days of enrolment will be negotiated between whanau, kaiako and management.
11. Teachers will follow procedure for welcoming child into the classroom
12. Administrator will officially enrol the child, update day sheets, and contact information databases.

Waiting list management procedures

1. Acceptance onto the waiting list requires parents to have read the Parent Handbook, return enrolments form with necessary documentation.
2. The lead teacher will keep in contact with families during the waiting time.
3. If the child has been on the waiting list for more than six months, then age is the defining factor in terms of when to start kindergarten. Children will be arranged in age order, with the older children being given high priority.
4. All children once enrolled on the kindergarten waiting list will be invited to attend Playcircle (pending availability and child's age) prior to attending kindergarten.
5. If two children on the waiting list are within one month's age difference and only one attends Playcircle, the priority on the waiting list will be given to the Playcircle child. The reason behind this is parent commitment to the Steiner philosophy and familiarity with our kindergarten.
6. Children transferring from another Steiner facility will be given priority where possible.
7. Date of enrolment of children to start kindergarten is ultimately up to the discretion of the management and teachers in consultation with each other.
8. Children who have siblings at the kindergarten and /or school will be given priority where possible.
9. Children of staff members will be given priority where possible.
10. Families that intend to attend the Fossil Bay School will be given priority where possible.

6 Year Old Enrolment procedure

1. A meeting will be arranged between parent, teacher and administrator before the child turns five to discuss how the kindergarten can best support the parent and child in ongoing Steiner Education.
2. All 6 year olds must be enrolled in School
3. 6 year olds cannot be counted as part of an early childhood roll. When the child turns 6, they are taken off the roll, however they must be included within the licensed child numbers on the days they attend.
4. Children enrolled in the Steiner school will be put onto a 6 year olds school roll and must be signed in and out by parents each day.
5. The Ministry of Education does NOT provide any ECE funding for 6 year olds attending early learning centres. Fees for 6 year olds will be the same as the school fees (please see parent handbook).

Personnel

Rationale	The trust recognises its responsibilities and accountabilities to its employees are achieved through its General Manager. In accordance with its obligation to be a good employer and fulfil the requirements of NAGs (National Administration Guidelines) 3 and 5.ii the trust is committed to helping to create a positive work and learning environment that attracts, retains and values diverse staff and enables all staff to contribute fully, in particular as it relates to the special character of Fossil Bay.
Objectives	The obligations and responsibilities of being a good employer are met.
Last reviewed	Oct 2022 , Jun 2024
Next review	Term 2 2026

Delegations

The trust delegates responsibility to the General Manager on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair and respectful manner in accordance with the current terms of employment documents and identified good practice.

Expectations and Limitations

The General Manager must ensure:

- all employment-related legislative requirements are applied
- all employees understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
- a smoke-free and vape-free environment is provided
- employment records are maintained and all employees have written employment agreements
- employee leave is effectively managed and reported so that the risk of financial liability is minimised, operational needs are met and the needs of individual staff are considered
- effective and robust performance management systems are in place for all staff that include professional growth cycle, attestations for salary increases and staff professional development



- a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided
- the requirements of the Health and Safety at Work Act 2015 are met
- advice is sought as necessary from NZSTA (NZ School Trustees Association) advisers or other lawyers where employment issues arise and the school's insurer is notified.
- The school and kindergarten will endeavour to use high quality day-to-day relievers with knowledge of the special character whenever possible.

Legislative compliance:

- Employment Relations Act 2000 Privacy Act 1993
- Health and Safety at Work Act 2015
- Collective employment agreements Domestic Violence – Victims' Protection Act 2018

Recruitment

Rationale	Fossil Bay School and Kindergarten is an equal opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We uphold our commitment to te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Māori.
Objectives	Our appointment process meets the requirements of the Children's Act 2014.
Last reviewed	Oct 2022, Jun 2024
Next review	Term 2 2026

The trust always manages the recruitment and appointment of a general manager. For other vacancies, the trust delegates the recruitment and appointment process to the general manager but may also be represented on the appointment committee. The general manager reports to the trust on staff appointments and, as part of the self-review process, annually reports to the trust that the appointment procedure and the appointment committee delegations accurately reflect practice.

1. Determine whether a vacancy exists, and what kind of vacancy it is, i.e., permanent or fixed-term. Fixed-term employment is only offered if it meets the criteria specified in the relevant employment agreement
2. Advertise the position.
Advertise all permanent full-time and permanent part-time positions of at least one year's duration in the Education Gazette or other national publication. Advertise long-term relieving (more than one term) positions internally, or in the Education Gazette or other local publication, as required.
3. Form an appointment committee based on agreed delegations
4. Receive the applications and acknowledge them with a standard letter or email. Keep them confidential and secure.
5. Shortlist applicants. Use the new employee checklist to ensure all proper checks are undertaken before, during, and after the interview process. If there are no suitable applicants, re-advertise the position.
6. Conduct interviews and complete all reference and background and safety checks.
7. Make an appointment with employment contract
8. Make sure all the required documentation is completed and filed in the employee's file.
9. Notify unsuccessful interviewed candidates.

Legislation

- Children's Act 2014
- Public Service Act 2020
- Education and Training Act 2020
- Employment Relations Act 2000
- Local Government Official Information and Meetings Act 1987
- Privacy Act 2020

Safety Checking of children's workers

Rationale	The Fossil Bay School and Kindergarten trust is responsible for ensuring all children's workers (core and non-core) employed or engaged by the school are safety checked prior to their appointment. We have robust safety checking procedures to maintain student safety at all times.
Objectives	All children's workers are safety checked
Last reviewed	Oct 2022, Jun 2024
Next review	Term 2 2026

Employed children's workers include teachers, support staff, non-teaching staff, relievers, and self-employed practitioners. The school and kindergarten may also safety check volunteers (including unpaid service providers), private tutors/teachers, and contractors as good practice.

Whenever the trust enters into a contract or funding arrangement with an independent person who provides children's services (e.g. speech language therapists, music tutors etc.) to the school, that person must adopt a child protection policy, which must be reviewed every three years. See Child Protection .

Safety checking procedure:

Safety checking involves:

1. Identity confirmation – verify two forms of official identification to ensure further information gathered is reliable.
2. Any information about previous criminal convictions – police vet all employed children's workers for public safety and child protection.
3. Other information – gather details about work history and professional organisation membership; verify licences, registrations, and qualifications; conduct interviews, carry out referee checks, etc.
4. Risk assessment – evaluate information gathered to make a professional judgement about the employment, with students' best interests in mind. Consider the relevant indicators in context, and seek further evidence if necessary.
5. Periodic safety checks – complete within three years of the employee's last safety check. This includes confirmation of any name changes, police vetting for non-teachers, and registration checks with professional organisations and authorities. The trust or delegate completes a risk assessment at the end of this process to determine whether the worker poses a risk to student safety.

Safety checks by others

In some instances, the school may rely on other organisations (e.g. relieving agencies, teacher training providers, other educational service providers) to complete safety checks on its behalf. In such cases, we require formal written confirmation that checks have been conducted, and exercise due diligence by completing our own identity checks and risk assessments.

The Teaching Council police vets teachers as part of their registration and certification process. The school can rely on the Council to meet a teacher's vetting requirements.

Privacy and audit

The school maintains a record of all dates employees were safety checked and police vetted. We also keep records of assurances and risk assessment information if checks were conducted by others.

Police vets are handled confidentially, including applying for and receiving the vet, and storing the results. Only those requiring the information can access it and it is destroyed when no longer needed. This includes any printed requests, consent forms, and results, which are kept securely for no longer than 12 months before being destroyed. The Education Review Office (ERO) asks schools to attest that all teaching staff are certificated and therefore vetted, and all non-teaching staff have police vets on file.

Legislation

- Children's Act 2014
- Education and Training Act 2020
- Privacy Act 2020

New teacher induction policy

Rationale	To ensure a smooth induction of the newly appointed teacher whilst maintaining a consistent approach across all the classrooms.
Objectives	To support our incoming teachers and the children who are enrolled in the class with a change in teacher.
Last reviewed	May 2020, March 2023, Dec 2024
Next review	Term 4 2026

Procedures:

- 1) The General Manager follows HR process in regards to recruitment, reference checking, police vetting, safety checking, contract and sharing of policies, procedures and emergency plans.
- 2) The lead teacher meets with the incoming teacher to discuss the curriculum, current rhythm of the day, forms and templates used in the kindergarten, individual children in the classroom and general expectations in the job.
 - a. Forms folder
 - i. Accident / incident book
 - ii. Medicine register
 - iii. Daily hazard checklist
 - iv. Sleepchart
 - v. Daily Food checklist
 - vi. Teacher sign in sheets
 - vii. Biography interview form
 - b. Children's evaluation processes and forms
 - i. Children's files (both electronic and yellow folders)
 - c. Journey books
 - d. Planning and evaluation processes and forms
 - i. Stories
 - ii. Circles
 - iii. Daily, weekly, termly and yearly rhythms
 - e. Festivals
 - f. Meeting schedules and documents
 - g. Painting
 - h. Bun making
 - i. Playcircle intro
- 3) The lead teacher shows the new teacher where to access biographical notes and journey books of children in the class
- 4) The lead teacher will spend time with the new teacher to appraise, evaluate and offer support or guidance where needed and if possible.

- 5) If the lead teacher has any concern about the teaching standards or dynamics in the room, the matter where appropriate is to be addressed in a supportive way in a meeting between classroom teacher and lead teacher.
- 6) If there are any issues which the lead teacher feels needs further attention, they may take them to the general manager, where appropriate, following the guidelines of our complaints procedure.
- 7) If the incoming teacher has any concerns, these should be relayed to the Lead teacher or general manager, following the guidelines of our complaints procedure.
- 8) Regular check-ins and discussions around children, curriculum, philosophy and planning are engaged during regular staff meetings to ensure open communication and ample opportunity for sharing and support for new teachers.

Staff Discretionary Leave Policy

Rationale	The General manager, supported by the Waiheke Island Rudolf Steiner Education Trust (the Trust), has the responsibility for ensuring the smooth operation of staff within our licensed numbers. Leave may be approved in consideration of the School and Kindergarten needs. Staff Discretionary leave may be granted according to established criteria and in accordance with legal requirements.
Objectives	That staff may be granted “Discretionary Leave” at the General Manager and/or the Trust’s discretion and in accordance with legal requirements.
Last reviewed	May 2020, March 2023, December 2024
Next review	Term 4 2026

Procedures:

1. All “Discretionary leave” must be requested by the employee in writing to the General Manager.
2. All discretionary leave during “Contact time” where a reliever is required is determined as ‘leave without pay (LWP).’
3. All work not completed during non-contact discretionary leave time, is to be completed outside of employee contracted hours.
4. The General Manager is delegated to approve all leave. If staff members are not satisfied with the General Managers decision, they may contact the Trust Chair.

NOTE: Applications for leave that meet the above guidelines may not necessarily be approved. The General Managers decision to approve leave will be made each time based on the perceived needs of the kindergarten.



FOSSIL BAY
school & kindergarten



Procedures for the review of Policies

Rationale	Policies need to be reviewed regularly in accordance with the expectations from the Education Review Office and Ministry of Education, as well as for our own goal of constantly improving and ensuring all information and procedures are kept up to date.
Objectives	To develop and review policies that ensure ethical, comprehensive and relevant practices while fulfilling the legal requirements for policy development and review.
Last reviewed	May 2020, Oct 2022, Jun 2024
Next review	Term 2 2026

Procedure:

1. Policies and the policy review schedule are saved on Fossil Bay drive and can be freely shared. Printed versions are available in the office. Only Lead Teacher and General Manager have write access to the file. Version history is available at all times.
2. Termly review timelines
 - a. At the beginning of each term parents, whānau, teachers, staff and trustees are reminded which policies are up for review via the newsletter and on the notice board.
 - b. Parents and whānau are invited to submit their comments before the end of week 3 of the term.
 - c. Teachers and staff review their own and community's suggestions in weeks 4-6.
 - d. If the changes are major, then the policy will need to be added to the next term's review for re-presentation for a second time for consultation.
 - e. Trust review and approve policies from week 7. Procedure updates do not require trust approval.
3. Documentation:
 - a. Any comments or feedback must be emailed to the Lead Teacher or General Manager or added as a suggestion in the document.
 - b. All revisions must comply with the Human Rights Act and Privacy Act, while aligning with the Fossil Bay philosophy and charter.
 - c. Staff and trust record outcomes from the review process in their official meeting minutes as well as updating the review schedule.
4. Lead teacher or General Manager confirms the completion of the review by updating the last review date in the policy document

Review schedule can be found in the office or digitally [here](#).

Documentation procedures

Rationale	Documentation needs to be created and stored in a correct and efficient manner in accordance with the expectations from the Education Review Office and Ministry of Education, as well as for our own goal of constantly improving and ensuring all information and procedures are kept up to date.
Objectives	For all staff to work together in creating and storing documentation in a consistent manner while fulfilling the legal requirements.
Last reviewed	Drafted in Nov 2022, for approval in term 1 2023, March 2023, Term 1 2024

Procedures:

Sign in sheets

- Printed by a teacher on Fridays for the following week
- Displayed by teachers for parent signing
- Followed up by teachers if parents forget to sign
- Brought to the office by teacher after session on Fridays
- Photographed by teacher and sent to finance administrator on Fridays and filed in office
- Filed on G-drive by finance administrator
- Entered into Infocase by Finance administrator on the Tuesday
- Office administrator reviews at the end of the term that all documentation is complete
- Attendance records for all children who attend the service are required and these records must be kept for seven years. Records should be stored in a way that they can't get corrupted or altered after a parent has signed them.
- At the end of the year the finance administrator safely discards sign in sheets from 8 years ago.

Teacher sign in chart

- Printed by teacher
- Displayed on a clipboard in the kindergarten for teachers to sign
- Teachers are responsible to fill in their hours every day
- Signed by the General Manager at the end of the week.
- Photographed by a teacher on the Monday and emailed to finance administrator
- Filed on G-drive and in folder by finance administrator
- Teacher sign in sheets are stapled to children's sign in sheets for 7 year storage.

Cleaning register

- Printed by a teacher on Thursdays for the following week
- Displayed on a clipboard in the Tui bathroom
- Cleaners are responsible to fill in their hours every day
- Photographed by lead teacher on a Monday and emailed to finance administrator. The original can be discarded.
- Filed on G-drive by finance administrator
- Cleaners to invoice weekly. General Manager approves the invoice by comparing the hours.

Enrolment forms:

- Administrator sends link to online form to parents, who fill it in
- Parents sign enrolment form with General Manager before starting at the kindergarten
- Scanned and filed on G-drive and in student's folder by general manager
- Enrolment records are kept for at least seven years, either paper based or electronically. At Fossil Bay we keep the paper based records until the child turns 7 and only electronically thereafter. At the end of the year the office administrator safely discards student files from students that have turned 7.
- Records should be stored in a way that they can't get corrupted or altered after a parent has signed them.

Change of days form (pink form):

- When parents request a change of day, the General manager needs to confirm the availability after reviewing enrolment of all classes before confirmation is given to parents
- Change of day forms (printed on pink paper) are available from a teacher
- Teacher completes form with the parent
- Teacher signs and brings form to general manager to sign
- Teacher sends photo of form to finance and discards the original
- Finance administrator updates InfoCare
- Finance administrator stores the digital file in the child's folder on the drive, where it should remain for 7 years.
- Finance administrator issues the invoice accordingly.

Sleep charts:

- Each classroom uses the provided sleep charts and teachers fill in as instructed
- At the end of the term all charts get submitted to the lead teacher for filing
- Sleep charts need to be stored for the current year plus the preceding year. At the end of the year the teacher safely discards sleep charts from 2 years ago

Nappy charts:

- Each classroom uses the provided nappy charts and teachers fill in as instructed. This record supports children's comfort and wellbeing. It is not a Ministry of Education requirement to keep a nappy change chart.
- Information is shared with parents only if deemed necessary by a teacher (e.g. rashes, frequent accidents, illness concerns).
- Sheets are not stored once replaced.

Daily hazard forms:

- Teachers are rostered to complete the daily hazard form daily
- At the end of the week, a teacher reviews the forms of the week and updates the property project file and alerts the office if there is an urgent request
- At the end of the term a teacher and general manager review the forms and general manager signs them
- Property check lists legally need to be stored for the current year plus the preceding year. At the end of the year the administrator safely disards hazard forms from 2 years ago

Accident forms:

- An incident book is kept at the kindy, which teacher use to document all incidents
- It doesn't matter who witnessed the incident - if the service is told of an incident by a visiting adult or parent this must be documented in the same way as if an educator witnessed the incident
- At the end of the day the parent of the child(ren) involved signs the report and receives a copy of it.
- Serious incidents get reported to the general manager the same day.
- At the end of the term all teachers review the book in order to identify patterns if any and plan appropriate actions.
- Accident forms legally need to be stored for 2 years from the date of the accident. At Fossil Bay we store the books from the current year plus from two preceding years. At the end of the year the admin teacher safely disards accident forms from 3 years ago.
- Serious accidents: For any injury / incident that is notifiable under the health and safety at work act 2015 (HSWA), it is a requirement to keep records for 5 years from the date of the incident. (MOE, 2021).

Medicine charts:

- Before administering any medicine, the teacher checks whether the parents gave written authority for categories (i) and (iii) medicines on the enrolment form.
- For category (ii) medicines, the written authority should be kept for as long as the child is receiving that medicine.
- For category (iii) medications the Individual health action plan with permanent Medication Agreement form should be signed. This is stored in the child's folder and with the medication. We check the expiry date annually and update the permanent medication agreement accordingly.



- Parent advises the instructions of the administration and this gets documented and signed on the medicine chart
- The teacher ensures to have another adult witnessing the medicine administration.
- Each classroom uses the provided medicine administration charts and teachers administer as per parent instructions and fill in the form.
- At pick up the parent verification on the medicine chart again
- At the end of the term all charts get filed.
- The record of medicine administered to children should be kept for 2 years (MOE, 2021). At the end of the year the teacher safely discards medicine charts from 3 years ago.

Food charts:

- Each classroom uses the provided food charts and teachers fill in daily
- At the end of the term all charts get filed
- The records for food served need to be kept for 3 months (MOE, 2021). At Fossil Bay we keep the food charts for the current and previous term. At the end of the term the teacher safely discards food charts from 2 terms ago

Premises and facilities

Property Management and maintenance Policy

Rationale	To ensure that the buildings and facilities provide a safe, healthy learning environment for children, teachers and families.
Objectives	• To provide a safe, healthy learning environment • To facilitate appropriate long term maintenance of all property and equipment • To plan for and organise property projects and improvements
Last reviewed	May 2020, Jun 2023, January 2025
Next review	Term 1 2027

Procedures:

- All staff to observe and be aware of any property maintenance requirements, hazards and ideas for improvements.
- Maintenance issues are Logged in the property file and reported to the general manager if considered urgent. If a situation constitutes a hazard, the teaching staff are to take all practicable steps to eliminate, isolate or minimise hazards to the safety of children and adults and immediately inform the centre manager and then complete the Hazard register.
- Administrator to action all property management and Hazard requirements within the approved budget and a reasonable timeline.
- 4 Termly working bees will address general maintenance and special improvement projects. The kindergarten will comply with all requirements for health and safety.

Toilet & Hand Washing facilities

Last reviewed	May 2020, 16th May 2023 , January 2025
Next review	Term 1 2027

Related to clause 45(1)(a)(ii) of standard.

Premises & facilities

The service has at least 1 toilet for every 15 persons. Persons are defined as children aged two and older and teaching staff that count towards the required adult:child ratio.

At least one of the toilets for use by children is designed to provide them with some sense of privacy.

There is a toilet suitable for adults to use.

There is at least 1 tap delivering warm water (over an individual or shared hand basin) for every 15 persons (or part thereof) at the service (that is to say, children attending and adults counting towards the required adult:child ratio).

Toilet and associated hand washing/drying facilities intended for use by children are:

- Designed and located to allow children capable of independent toileting to access them safely without adult help; and
- Adequately separated from areas of the service used for play or food preparation to prevent the spread of infection.
- Providing liquid soap is recommended because it reduces the spread of infection. It should be easily accessible for each child using hand washing facilities.
- A tempering valve or other accurate means of limiting hot water temperature is installed

There are means of drying hands for children and adults that prevent the spread of infection.

Children will be encouraged and assisted (when needed) to wash hands thoroughly before every meal, preparing food and using the toilet.