

Daisies Policies

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Child Care and Protection Policy

Te Whāriki (2017): *Well-being/Mana Atua: Children experience an environment where their emotional well-being is nurtured and they are kept safe from harm.*

Children's Act 2014

Oranga Tamariki Act 1989

Children's and Young People's Wellbeing Act 1989

Licensing Criteria for Centre Based ECE Services: HS31, HS32.

Education (ECS) Regulations, 2008: S46, S57, S58.

Human Rights Act 1993

Purpose

To ensure children at Daisies Early Education and Care Centre ("Daisies") are in a safe, caring environment and are protected from physical, emotional and sexual abuse. To ensure that teachers and children's families have access to information about child abuse. To ensure effective and fair procedures are followed when dealing with cases of suspected abuse, or when concerns have been raised about possible abuse.

Children's wellbeing and safety is our primary concern at all times. Family and staff wellbeing is also important.

Procedures

Teachers receive professional training and guidance as part of pre-service teacher education, and are aware of what to look for and how to act professionally in the children's best interests in cases of suspected child abuse. Daisies will ask an appropriate organisation (e.g. Oranga Tamariki (Ministry for Children)) to provide advice and conduct staff training every 3 years as a whole team, or as required if staff are unable to attend the group training. Records of staff training are kept on the premises, in their staff files. Resources about child protection are available to parents and teachers. All people will be treated equitably and fairly in accordance with the Human Rights Act 1993. If we receive a complaint about a staff member within and up to 12 months of them leaving Daisies, we will do mandatory reporting to the Ministry.

Daisies recruitment and vetting of staff strictly complies with the Children's Act 2014 and involves:

- Confirmation and verification of staff's identity;
- An application form that includes referees' names and contact details, one of whom will be the applicant's present or immediate past manager;
- A carefully-planned interview schedule;
- At least two referees being rung and asked questions about each applicant's character, strengths and any concerns, one of whom will be the applicants present or immediate-past manager;
- A copy of relevant work history, covering the preceding five years;
- A copy of relevant qualifications and an approved teaching certificate by the Teaching Council of Aotearoa New Zealand being supplied (where relevant);

- Running a Police Vet Check or Confirming Current Teacher Registration for all staff and regular volunteers before commencing employment; Employment will not commence until either the Police Vet has been returned to Daisies with acceptable outcomes or Teacher Registration has been confirmed, whichever is appropriate to the potential employee.
- Risk assessment – a professional judgement is made on the basis of all information we have to determine whether a person is suitable for employment at Daisies.
- Individual Employment Agreements that include agreement to comply with safe practices and a Professional Conduct clause regarding maintaining a high standard of professionalism, honesty, integrity, courtesy and discretion, and procedures of Daisies.
- Aspects of this safety check will be repeated every 3 years.
- For Agency casual relievers, Daisies will complete an ID check and risk assessment, the agency will complete all other aspects of the safety check.

In each Daisies house the designated person will be the Head Teacher. The Head teachers will support each other if situations occur where actions must be taken, in accordance with this policy. The Head Teachers will also inform the owners in these instances.

Teachers will inform the Head Teacher (or owners if the concern relates to the Head Teacher) if they suspect child abuse is occurring, either within the centre environment or in the child's home environment. Should a family member of a child raise concerns, this will be directed to the Head Teacher in the first instance, who will inform the owners.

In consultation with Oranga Tamariki and the Police, any suspected person at Daisies will no longer have access to the child/ren while the case is under investigation. S/he will be advised to seek appropriate legal and professional advice and support. S/he may be asked to not come into the centre while investigations are under way. The Teaching Council will be advised if this is the case.

Correct procedures will be followed when child abuse is suspected (see attached flowchart). Where appropriate, teachers will record concerns and observations and anything of concern said spontaneously by the child, but will never interrogate a child. The recording of these concerns will be written in the "concerns" book, and will be factual, accurate, concise, signed and dated. If concerns are raised about a person at Daisies, then the designated person will immediately advise the owners and seek advice from the Teaching Council and Police on appropriate next steps.

There will be support for the person reporting and child reported on. Where appropriate, and in accordance with advice provided, support will also be provided where concerns have been raised about a person at Daisies to that person while investigations are under way. Outside professional help from the Police, Oranga Tamariki and counsellors may be sought. Our guiding principles are to put the child at the centre, whilst recognising that where concerns are raised, the impacts can be wide-reaching and all parties need to be supported appropriately whilst investigations are under way.

Daisies management and staff commit to the following safe practices:

- High teacher/child ratios will be maintained, in particular on excursions and outings;
- Staff will immediately greet any visitors and identify who they are;
- Staff will ensure that when they are working with children they are as visible as possible and communicate their location when not visible to other teachers, for example when changing a nappy (refer Supervision policy and Nappy Changing and Toileting);
- There will always be two teaching staff working at the beginning and the end of each day (until the last child has gone home);
- Staff being encouraged to keep their professional and personal lives separate;
- Children are not permitted to leave Daisies with a person other than their parents without prior written permission from the parents;
- Nappy changing is only undertaken by permanent (or fixed term, more than 6 months) teachers. Students and regular relievers may be permitted to change nappies under the guidance of a permanent teacher, after the children have become comfortable with the new adult and after agreement amongst the teaching team;
- Staff touching of children will meet the needs of the child for care and/or affection, never to meet the emotional needs of the adult;
- Staff will never take photos of children on the toilet, toileting or in any circumstances where genitals may be visible. If staff are documenting the child's toilet learning, then photos of them washing hands or flushing the toilet fully clothed are acceptable alternatives.
- Volunteers will work with paid staff, and will not be permitted to change nappies or sit in the sleep room alone;
- Parents will be notified of the presence of any student or non-regular (Agency) reliever via the notice board near the entrance;
- Abuse prevention resources are available to parents/caregivers online from www.childmatters.org.nz
- Teaching staff working with children will support children to state confidently and clearly their concerns when they feel uncomfortable with another person's treatment of them.

In the event that staff are concerned for the personal safety of a child, the designated person will seek advice from the appropriate external organizations.

How abuse might be identified

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

Please see the end of this document for a list of possible signs both behavioural and physical that kaiako may note as child abuse occurring.

Reporting procedures after abuse is discovered, disclosed or suspected

If there is suspicion that a child is being abused, we will record the reasons for suspicion (see below) and the designated person will report our suspicions to Oranga Tamariki, or the Police. If concerns are raised about a Daisies teacher, then a report will also be made to the Teaching Council. We will also notify the Ministry of Education in this case, but only for their information. All cases will be dealt with maintaining confidentiality.

We understand confidentiality to be of the utmost importance in cases of suspected child abuse. Suspected child abuse will only be discussed between the owners, Head Teacher and (where necessary) the teaching team. If the matter is to be taken further, the information will be shared only with Oranga Tamariki, the Police and (where relevant) the Teaching Council and Ministry of Education. When a staff member, parent or another adult outside the centre is suspected, the child's parents will only be informed after consultation with Oranga Tamariki or the Police about who is the most appropriate person to do this.

The reporting principles and procedures are to:

- Believe what children tell you and what you see;
- Always take action in the short term to ensure the immediate safety of the child. This may mean contacting Oranga Tamariki or the Police if you think there is an immediate risk of the child being abused again;
- Reassure the child. Do not make promises or commitments you cannot keep;
- Record your concerns and observations and anything of concern said by the child;
- Teachers should avoid investigating the situation or interviewing the child. Obtain only necessary, relevant facts in the moment and then discuss with the Head Teacher before doing anything further;
- Avoid making decisions alone;
- Consult with someone experienced. If there is no short-term risk, take time to consult thoroughly in order to make a well-informed decision.

Related policies: [Nappy-changing and Toileting](#), [Complaints Procedure](#), [Supervision](#).

This policy will be reviewed every year and we will refer to the policy if an incidence arises.

Parents and Management will be made aware of the policy and where it is kept.

**Oranga Tamariki (Ministry for Children) abuse notification, available 24 hours:
phone 0508 326 459**

Date Reviewed: Feb 2024

Next Reviewed: Feb 2027

Policy on allegations of child abuse against a staff member

Te Whāriki (2017): *Well-being/Mana Atua: Children experience an environment where their emotional well-being is nurtured and they are kept safe from harm.*

Education (ECS) Regulations, 2008: S46

Children's Act 2014

Oranga Tamariki Act 1989

Children's and Young People's Wellbeing Act 1989

Purpose

To ensure children at Daisies Early Education and Care Centre ("Daisies") are in a safe, caring environment and are protected from physical, emotional and sexual abuse. To ensure that teachers and children's families have access to information about child abuse. To ensure effective and fair procedures are followed when dealing with cases of suspected abuse.

The purpose of this policy is to:

- ensure the safety of the child is paramount;
- ensure that all complaints are taken seriously and dealt with effectively;
- ensure that in the case of a complaint against an employee, appropriate procedures are taken to protect the rights of that employee;
- provide clear guidance for management and personnel in respect of allegations received concerning children in the early childhood education service.

Children's wellbeing and safety is our primary concern at all times.

Procedures

The child will be protected as outlined in the reporting procedures using the flow chart.

- If a parent/caregiver or staff member contacts the Head Teacher regarding suspicion of child abuse by a staff member, they will be assured of an immediate investigation.
- If there are any allegations of abuse by an employee, the owners AND Head Teacher will be informed verbally and in writing of the substance of the complaint. The authorities will be informed immediately.
- The decision to launch a formal investigation should be made after consultation with the following:
 - Teaching Council (if the employee is a registered teacher)
 - Oranga Tamariki (Ministry for Children);
 - New Zealand Police.
- The staff member will be informed of the investigation pending and kept informed throughout the process. Following consultation as above, the staff member may be asked to stay away from Daisies while the investigation is under way. Confidentiality of all parties will be maintained and their families respected.

- Following discussion of the complaint with the staff member involved he/she will be placed on paid leave and advised they can contact the Teaching Council, New Zealand Educational Institute (NZEI) and/ or consult with a community lawyer.
- The investigation will be conducted by the appropriate agency (most likely the Police) and depending on the outcome of that investigation the employee will be cleared and reinstated or if substantiated, suspended without pay until legal proceedings are completed.

The staff member concerned will be dealt with in accordance with the terms and conditions of their employment.

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

Parents and Management will be made aware of the policy and where it is kept.

Related policies: Nappy-changing and Toileting, Complaints Procedure, Supervision.

This policy will be reviewed every year and we will refer to the policy if an incidence arises.

**Oranga Tamariki (Ministry for Children) abuse notification, available 24 hours:
phone 0508 326 459**

Date reviewed: Feb 2024

Next review date: Feb 2027

REPORTING PROCESS FOR CHILD ABUSE

You see a child being abused, OR you observe signs of abuse in a child OR a child reports being abused.

RESPOND TO THE CHILD'S NEEDS

- Ensure the child is safe from immediate harm. Call the police if the child is in immediate danger.
- Attend to any physical or emotional distress in the child – take to hospital if appropriate.
- Listen to the child.

Are you a staff member?

IMMEDIATELY INFORM YOUR MANAGER

If the suspected abuser is your manager, Inform the service owner OR Chair of the governance group OR CYF on 0508 326 459 OR Police Child Abuse Team

PREPARE WRITTEN RECORD

Record

- Date, time and place of observation/reporting of abuse
- Names of anyone present
- What the child says - exactly
- Any physical or behavioural signs of abuse.

GIVE THIS TO YOUR MANAGER

Are you in charge?

CALL THE POLICE IF THE CHILD IS IN IMMEDIATE DANGER

PERSON IN CHARGE

GATHER INFORMATION

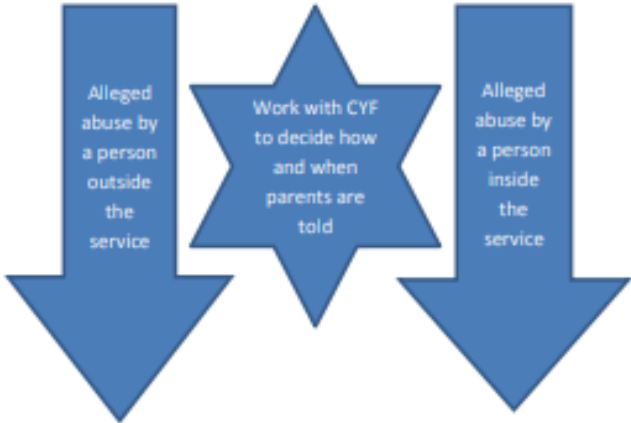
Ensure you have a full report from the person who identified the abuse. Offer them support. Get them to sign the report. Tell them what actions you will take. Ring CYF (0508 326 459) or Plunketline (0800 933 92) and discuss your concerns. CYF will tell you if you need to do a formal report about your concerns.

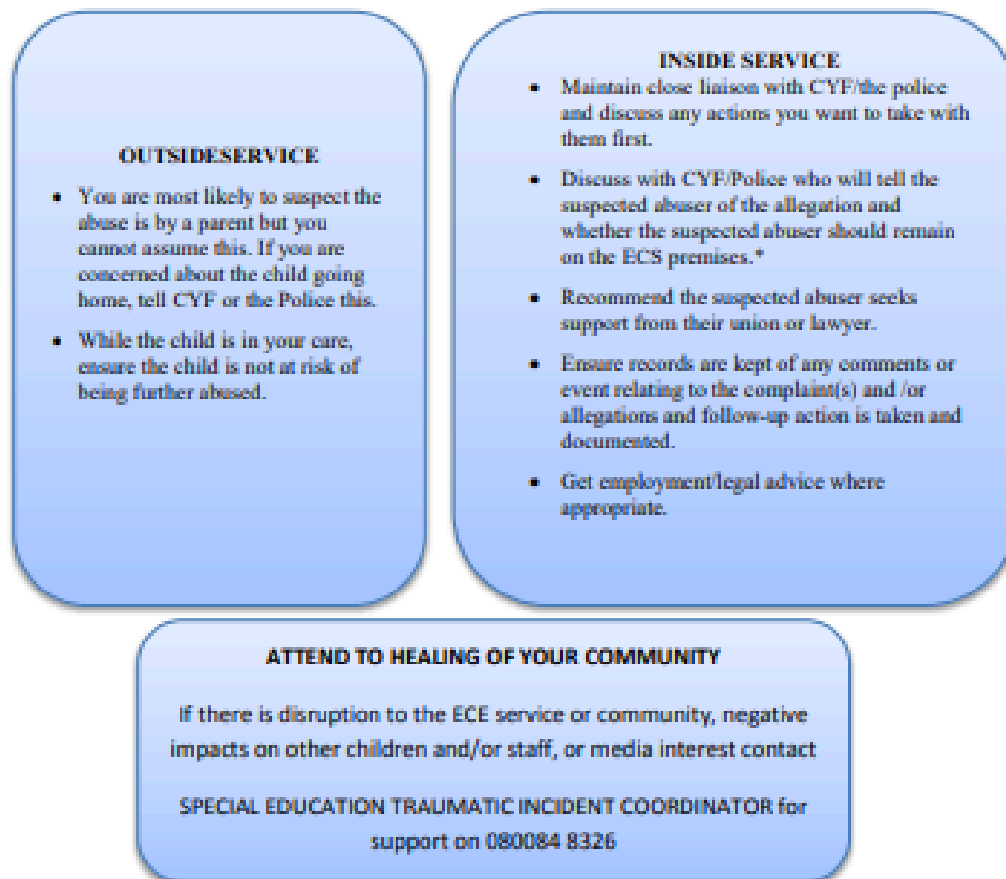
REPORT ABUSE

Ring CYF on 0508 326459 and tell them:
(If it is an emergency, ring the Police Child Abuse Team)

- your own name and contact details
- name of child/children (also known as/nicknames)
- date of birth (if known)
- ethnicity (if known)
- name of caregivers, parents and other family members and current living situation
- current legal custodians
- reasons why it is believed that the child has been abused
- other significant background information
- any concerns for your physical safety in making this notification.

ASK WHAT HAPPENS NEXT – get timeframe





FINALLY! GET SUPPORT FOR YOURSELF

REFERENCE www.orangatamariki.govt.nz/assets/Uploads/Safer-Organisations-safer-children.

Points to note:

- Documentation may subsequently be used in Court as evidence for either side.
- Avoid making judgments; simply record the facts
- Interviewing of suspected abuse victims is a specialised procedure. Leave it to those who are trained in such techniques;
- Do not attempt to contact an alleged abuser.

In the absence of the licensee, refer immediately to the delegated authority for advice on further action.

Guidelines for dealing with children's sex play

We believe that a certain amount of sex play among children is healthy and normal. However, guidelines are needed to ensure children's physical and emotional wellbeing.

At Daisies, we will intervene under the following circumstances:

- If sex play is hidden from adults
- If there is any coercion
- If anything is inserted, or attempted to be inserted, into any opening e.g.: ears, eyes, vagina
- If sex play is excessively frequent.

General Guidelines:

- Children keep their underpants on, unless there is a reason to take them off e.g.: after an "accident" or when wet from water play.
- Children do not shut doors at Daisies unless an adult has instructed them to do so.
- Staff will ensure that they can see into all play areas, e.g.: huts, cubby-holes.
- Parents will be notified of any inappropriate sex play involving their child.
- Staff will pass on and discuss with each other, instances of frequent or inappropriate sex play.
- Parents should advise staff of anything their child says which may point to inappropriate sex play having occurred.
- Parents and visitors should advise a staff member if they see inappropriate sex play at Daisies.
- We encourage positive play that involves children touching each other, such as listening to hearts or stomachs, or pointing and naming different parts of the body.

Daisies defines "normal" sex play as the following:

A two year old may:

- Show interest in the different positions adopted by boys and girls while urinating
- Masturbate
- Be interested in the differences between the sexes
- Learn to name body parts
- Not want anyone to touch his or her buttocks

A three year old may:

- Talk about the differences between the sexes especially the different positions for urinating
- Masturbate
- Attempt to urinate standing up (girls)

A four year old may:

- Be extremely conscious of the navel
- Under social stress, hold genitals and need to urinate
- Play the game of "show"
- Be very interested in other peoples' toilets
- Call others names related to toileting, and make jokes related to toileting
- Masturbate
- Demand privacy for self but be extremely interested in the toilet behaviour of others
- Be inquisitive about each other's bodies.

Conversations in which concerns will be raised regarding the children or the centre must be conducted in a professional manner. An appointment should be made for the conversation to happen away from children.

All practical steps are taken to protect children from exposure to inappropriate material (e.g. of an explicit sexual or violent nature) at Daisies.

All Education Review Office reports can be found at www.ero.govt.nz

The Education (ECS) Regulations 2008 can be downloaded at www.legislation.govt.nz

The Ministry of Education local office phone number is 04 4638699.

Date reviewed: Feb 2024

Next review date: Feb 2027

Appendices:

- Physical clues to child abuse
- Behavioural clues to child abuse
- Both sourced from www.sexualabuse.org.nz

Physical clues to child abuse

Physical abuse

- Unexplained bruises, welts, cuts, abrasions
- Suspicious locations include: Face, lips, gums, mouth, eyes torso, back, buttocks, back of legs, external genitalia
- Bruises of different colours in different stages of healing
- Shape of suspicious injuries
- Clustered, form regular patterns
- Teeth marks, hand prints, fingertips • Imprint of article (e.g. belt)
- Unexplained burns
- Small circular burns
- Immersion burns
- Burns showing a pattern (e.g. iron)
- Rope burns on arms, legs, neck, torso
- Unexplained injuries
- Fractures of skull, facial bones, spine • Dislocations of hip or shoulder
- Multiple fractures at different stages of healing
- Bald patches resulting from hair pulling
- Any fractures in infants

Sexual abuse

- Unusual or excessive itching or pain in the anogenital
- Torn, stained or bloody underwear
- Bruises, lacerations, redness, swelling or bleeding in the anogenital area
- Blood in urine or stool
- Pain experienced in urination or bowel movement
- Sexually transmitted disease
- Urinary infection

Neglect

- Inappropriately dressed for season or weather
- Is often very dirty or unbathed
- May have severe untreated nappy rash or other persistent skin disorders resulting from lack of hygiene
- Inadequately supervised
- Left with inappropriate care-giver
- Has unattended health problems
- Malnourished
- Inadequate housing
- Non-organic failure to thrive

Emotional abuse

- Bed-wetting or bed soiling
- Frequent psychosomatic complaints
- Non-organic failure to thrive
- Appears pale, emaciated, has sunken cheeks

- BMI extremely low (e.g. wrinkled buttocks)
- Dehydration (skin may feel like paper) • Prolonged vomiting or diarrhoea • Falling behind significant milestones • Malnutrition
- Dressed differently to, or has deprived physical living conditions to, other children in the family

Non-organic failure to thrive

- Non-organic failure to thrive has traditionally been regarded as due primarily to maternal rejection and neglect. However, a more balanced view of the mother-child relationship should be taken. The basis on which intervention is made should be direct observation of the parent and child relationship in as many different environmental contexts as feasible, especially during feeding.

Behavioural clues to child abuse

Physical abuse

- Cannot recall how injuries occurred
- Offers inconsistent explanations
- Is wary of adults or of a particular individual
- May cringe or flinch if touched
- May display a vacant stare or frozen watchfulness
- May be extremely aggressive or extremely withdrawn
- Indiscriminate affection-seeking behaviour
- Extremely compliant or eager to please
- Tries to protect parents or caregiver
- Acts out negative behaviour or language in play
- Frequently provokes punishment
- Dressed inappropriately to hide bruises or other injuries
- Afraid to go home
- Describes abusive situations
- Regressive behaviour
- General sadness
- Could have vision or hearing delay
- Is aggressive to animals or other children

Sexual Abuse

- Age-inappropriate sexual play with toys, self, others, e.g. demonstrates explicit sex acts
- Age-inappropriate sexual drawings or descriptions
- Unusual or sophisticated sexual knowledge
- Refuses to go home, or to another's home for no apparent reason
- Discloses or describes sexual activity or hints at it
- Comments like "I've got a secret" or "I don't like uncle"
- Fear of certain people
- Fear of certain places (bathroom, bedroom)
- Regressive behaviour

Neglect

- Developmental lags, possible global delays
- Demonstrates lack of attachment to carers
- Demonstrates indiscriminate attachment to other adults
- Is left at home alone or unsupervised
- Demanding of affection or attention
- May steal food
- Has a poor social skill
- Has no understanding of basic hygiene
- Discloses

Emotional abuse

- Developmental lags, possible global delays
- Depression, anxiety, withdrawal or aggression

- Self-destructive behaviour
- Overly compliant
- Displays extreme attention-seeking behaviour
- Extreme inhibition in play
- Models negative behaviour in play (spanking, yelling at dolls)
- Frequent psychosomatic complaints
- Nightmares, poor sleep patterns
- Antisocial behaviour
- Lack of self-esteem
- Obsessive behaviours
- Appears generally sad

Date reviewed: Feb 2024

Next review date: Feb 2027

Complaints Policy & Procedures

Te Whāriki (2017): *Connecting links with family and whānau*.
Licensing Criteria for Centre Based ECE Services: GMA1
Education (ECC) Regulations 2008: 56 (1) & (2); 43 (1)

Purpose

To maintain open communication and positive relationships between Daisies Early Education and Care Centre (“Daisies”) staff, and management, and parents and whānau. To guide adults on the procedure to follow to raise concerns, including any non-compliance with licence conditions.

Rationale

The provision of avenues for parents and whānau to discuss concerns, and make complaints at times, fits with Daisies staff and management’s commitment to ongoing improvement.

Procedures

Daisies complaints policy is to guide teachers and management in resolving any complaints in a timely fashion and through constructive dialogue. Wherever possible, complaints will be resolved informally through discussion between relevant parties. If informal discussion processes are unsuccessful, more formal communication lines and processes are open to parents/whānau and to staff.

- Parents/whānau are advised that if they have a complaint regarding any aspect of their child’s education and care, to take it up in the first instance with the teacher concerned.
- If the outcome of this discussion is seen to be unsatisfactory, please contact the Head Teacher to discuss the issue and/or make any complaint. A complaint made verbally should be confirmed in writing within two days if the parent/whānau wants the matter to be investigated more fully.
- If a parent seeks further redress of the situation, they can contact Linda Meade and/or Rachel Denee, the owners of Daisies Early Education & Care Centre.
- If any adult is concerned that Daisies is not complying with licence conditions, the issue should first be raised with the Head Teacher.
- If the matter cannot be resolved simply, the Head Teacher and the concerned adult will jointly share the issue with Linda Meade and/or Rachel Denee.
- If the concerned adult is not satisfied with the outcome of these discussions, the Ministry of Education is the next avenue for resolution.
- All meetings about formal complaints will be recorded in writing and copies of the minutes will be made available to all parties. The records will be kept in a confidential secure file.

- All parties will have access to support if they seek it, including bringing a support person to meetings about formal complaints.
- The owners, Rachel Denee and Linda Meade, are available to be contacted in the event that complaints cannot go directly to the Head Teacher for any reason. However the Head Teacher remains the preferred contact point
- ***Serious complaints*** (e.g., complaints about wilful neglect, physical or sexual abuse): Serious complaints must be lodged formally. In the event of alleged criminal acts, the appropriate authority would be informed. This relates to the Centre's Child Care and Protection Policy.

Conversations in which concerns will be raised regarding the children or the centre must be conducted in a professional manner. An appointment should be made for the conversation to happen away from the children.

All Education Review Office reports can be found at www.ero.govt.nz

The Education (ECC) Regulations 2008 can be downloaded at www.legislation.govt.nz

The Ministry of Education local office phone number is 04 4638699.

Contact details to make a complaint, if not done in person, are as follows:

Te Pihinga Head Teacher, Ph: 049747123 Email: pihinga@daisies.co.nz

Te Purapura Head Teacher, Ph: 044616013 Email: info@daisies.co.nz

Rachel Denee (Co-Owner): rachel@daisies.co.nz

Linda Meade (Co-Owner): linda@daisies.co.nz

Date reviewed: August 2021

Next review date: August 2024

Emergency and Civil Defence Policy

Te Whāriki (2017): *Well-being/Mana Atua: Children experience an environment where they are kept safe from harm.*

Education (ECS) Regulations 2008: S46 S57

Licensing Criteria for Centre Based ECE Services: HS5, HS6, HS7, HS8.

Health and Safety at Work Act 2015

Purpose

To ensure that Daisies Education and Care Centre is prepared for a fire, earthquake and/or any civil defence emergency, and that all children, staff, parents/caregivers/whānau know how to respond in the case of an emergency.

Procedures

A. Preparation – before any emergency

An **emergency plan** is prepared. It contains:

1. A floor plan of the premises showing
 - a. safe places for assembling;
 - b. evacuation routes to the assembly points;
 - c. location of emergency equipment; and
 - d. location of emergency supplies.
2. Earthquake and fire drill information (see below).
3. Emergency services contact numbers (111, and local numbers for fire, ambulance, police, doctor, hospital, poisons centre and civil defence).
4. Parents'/ caregivers' contact numbers.
5. Forms with space to record the evacuation time and details of each child.
6. Forms with space to record the date, time and duration of any evacuation drills carried out, and space to note issues that arise around drills.

All regular staff will be shown the floor plan by the entrance to each house, with emergency information for fires and earthquakes on it, on their first day of work at the Centre as part of their Induction/Orientation.

The emergency plan is updated annually. The Head Teacher is responsible for ensuring parents'/ caregivers' contact numbers are updated quarterly, or whenever a new child/staff joins Daisies, and those of another person whom the parents nominate as someone who can collect the child (preferably a person within walking distance of the Centre).

The emergency plan is kept in a clearly-labeled folder and kept in a safe and accessible place near the emergency survival kit and the attendance register.

The Centre staff show all parents/ caregivers when they begin at the Centre, as well as visitors, where the evacuation notice with routes and assembly points is displayed.

Families of staff members are made aware of staff responsibilities for children in the centre in the event of a civil emergency. Staff who have their own children attending at Daisies agree to give equal care and consideration to all children in an emergency.

Staff with child/ren outside of Daisies may leave as soon as possible to collect their child/ren, as long as ratio/safety is maintained. Staff who live farthest from Daisies will be considered to leave next. A permanent qualified teacher **MUST** and will stay with the children.

A **list of emergency numbers** is displayed near the office and kitchen telephones.

All heavy furniture is **earthquake-secured** and stored items appropriately restrained.

An **earthquake drill, shelter in place** and a **fire drill** are conducted at least every three months.

A **lockdown** and drill is conducted outside of children attendance hours by staff at least every 6 months.

An **emergency survival kit** is assembled and will be maintained. Contents of the survival kit includes: torches, batteries, candles, a battery-operated radio, first aid kit and manual, nappies, enough food and water for at least 10 staff and 30 children to last up to 72 hours (3 days), and any prescription medications of medications taken regularly by any children or staff.

The emergency survival kit will be checked and updated (if necessary) every 6 months by the Health & Safety Co-ordinators. Food and water will be monitored, replenished and replaced (if necessary) by the Daisies cook on an ongoing basis.

Note: The fire alarms are wired into the building. The fire alarms have back-up batteries in case of power failure in the building, and these batteries re-charge constantly meaning they do not need to be checked regularly. Where there are battery operated smoke detectors they will be checked at the same time as the fire drills are run, every 3 months.

Parents/ caregivers are responsible for:

- **signing their child(ren) in and out** of the Centre each day on the attendance register
- reading the Fire Action notice when they come on an induction visit and noting key information.

B. Response – during an emergency

Please see attached document “Daisies Emergency Plan” for procedures for specific events.

The first priority of Daisies staff is the care of the children at the Centre.

Fire

The Centre's occupants will be alerted to a fire emergency in the building by either smoke detector signals or any adult who notices a fire. The fire alarm can be turned on manually by the emergency fire switches by the entry and exit of each building (this alarm does not notify the fire service). The adult who notices a fire will give a verbal warning if the fire alarms do not activate.

The staff member who is first to notice the fire will use the emergency equipment to fight a small fire, **and** direct another adult to call 111 to call the Fire Service.

The Head Teacher is the Person Responsible. If the Head Teacher is away, a teacher will be assigned as Person Responsible for the day. There is a Person Responsible List displayed on the teachers' board in the foyer.

The Head Teacher/Person Responsible will direct the occupants to an outdoors place of safety as designated on the Fire Action notice. The Head Teacher and/or these staff will notify occupants if it is necessary to **evacuate** to another place of safety outside the building. They will inform occupants of the evacuation route/s to be used and where they should assemble. The Head Teacher/Person Responsible will call the roll and remain with the occupants in the place of safety until the Fire Service or Head Teacher/Person Responsible provides assurance that the danger is over.

The Head Teacher or Person Responsible in the Centre will check that the building is empty as s/he leaves, if it is safe to do so.

The Centre will contact parents as soon as practicable.

Earthquake

The Person Responsible will direct the occupants into safe positions ('turtle drop') when they become aware of an earthquake. The Person Responsible will remain with the occupants in safe positions and call the roll. S/he will decide when the danger is over, in consultation with the Head Teacher.

The Centre will contact parents as soon as practicable.

If the earthquake is severe enough to be classified as a civil defence emergency, civil defence procedures will be followed (see below).

Civil Defence Emergency

If a Civil Defence emergency occurs while children are in attendance, a parent/caregiver, or authorised person as noted on the child's enrolment form, must come and collect their child/ren. The Centre will contact parents as soon as practicable.

For staff and children who are out on excursion when a Civil Defence emergency occurred, the Person Responsible for the trip will contact the Centre as soon as possible to inform the Person Responsible at the Centre of the group's well being and safety as well as their location. The group will either head back to Daisies, or to the nearest Civil Defence Post (Cashmere Avenue School - 110 Cashmere Avenue, Khandallah, phone 04 9394700 - if on 'Nature Explore trip' in Khandallah Park or whichever post is listed on the risk assessment form), whichever is the safest and practical. The Person Responsible at the Centre will contact parents of the children who are out on excursion as soon as practicable.

Staff will remain in accordance with regulatory ratios until all children have been collected by their parents or emergency custodians. The Centre will keep a written record for each child stating the time they were collected, the name and contact number/s of the person who collected them and where they were being taken. In the event that child/children are unable to be collected by their parents of emergency contacts the Person Responsible will contact the local Ministry of Education and follow their guidance, phone 04 463 8699

Staff will remain at the Centre to care for uncollected children for up to 72 hours. After 72 hours, any children still at the Centre will be taken to the Civil Defence post at Johnsonville School, Morgan Street, Johnsonville, phone 04-478 7155.

If, for safety reasons, children have to be moved to the Civil Defence post or another post within the first 72 hours, notices will be posted on all external doors at the Centre stating the destination (address and phone number), time of departure, the names of those in the group, contact mobile phone numbers, and the route, if known.

Gas leak (response actions as appropriate)

The person who discovers/suspects a gas leak will inform the Person Responsible.

Consider if evacuation is necessary. If yes, follow the evacuation procedures if necessary as written in section B – *response during an emergency*, and/or

Turn off the main valve on the north side of the house at Te Pihinga. Turn off Gas valves on South of Te Purapura whāre.

If possible and safe to do so, open windows to allow the gas to dissipate.

Do not:

- operate any electrical switches, including lights or alarms.
- use cell phone in area where leak is occurring – even if outside of building
- allow anyone to smoke in the vicinity

Person Responsible to call Contact emergency services on 1-1-1 (if necessary) and/or the gas company Contact Energy on 0800 006 700 for advice. Inform the Ministry of Education regional office as required.

Lock-down / Serious threat responses.

A lockdown is only initiated if a **serious threat is directly associated to Daisies**.

Lockdown drills should be practiced by staff without children.

If a serious threat occurs lockdown may be initiated by Daisies staff, NZ Police, Other emergency services or Ministry of Education.

The Person Responsible collects the attendance register, staff roster, emergency folder, the landline or a mobile phone. The Person Responsible (or their delegate) calmly walks inside and alerts all kaiako and staff **saying "lockdown, lockdown"**.

If Daisies Staff Initiate:

The Person Responsible (or their delegate) rings 111 and inform the operator of:

- ***Daisies' address***
- ***Details of the situation***
- ***Details of any casualties***
- ***Description of any weapons, number of shots etc***
- ***Description and location and identity of offender if known***
- ***Identify the 'target' of aggression if known.***

The person who makes the 111 call will be the liaison with the Police, and will endeavor to maintain communication with the same Police officer throughout the lock-down for consistency of communication. Follow and share immediately any Police advice.

All staff will support children to calmly and quietly get low and away from windows. Children and adults outside, will come inside. It is advised by Police to avoid assembling all together in one room.

The Person Responsible checks that everyone in the building has responded to the lockdown, when it is safe to do so, closing all windows and curtains, and doors as they go. Lock the front, back and side doors, and the outside gate if safe to do so.

The Person Responsible (or their delegate) when it is safe to do so, will stay low and move around checking each child and staff member off on the attendance register.

Everyone remains quiet and still, until Police arrive. The majority of the teaching team will work with the children in ways that minimise making the children anxious.

The Person Responsible will delegate two or more permanent members of the teaching team for communicating with parents/caregivers as soon as practicable, using Discover mass communications and storypark. Parents will be told they must stay away until the situation has been resolved and they are

notified they are cleared to come on site, they will be asked to respond to ensure that everyone has received the message.

If the lockdown lasts beyond the official closing time, staff will remain until the Police advise the children and adults can leave the centre. Once the Police say it is safe to leave, staff must maintain the regulatory ratios until all children have been collected by their parents or emergency custodians. The Centre will keep a record for each child stating the time they were collected, the name and contact number/s of the person who collected them and where they were being taken.

Shelter in place response

A shelter in place directive is issued when **the threat is external and not directed at Daisies.**

- The person responsible will alert all kaiako working to follow shelter in place procedures and inform them of the threat.
- Everyone should move quickly to the inside spaces, locking the doors behind them.
- The entries and exits to the buildings should be restricted, however **normal indoor instructional activities continue as much as possible.**
- Heating, ventilation and air conditioning systems could be shut down (to prevent spread of harmful air, for threats like toxic smoke or chemical spills) and doors and windows could be closed.
- No one should be allowed in or out of the grounds and buildings until the authorities give an all-clear signal.

The Person Responsible will delegate two or more permanent members of the teaching team for communicating with parents/caregivers as soon as practicable, using Discover mass communications and storypark. Parents will be told they must stay away until the situation has been resolved and they are notified they are cleared to come on site, they will be asked to respond to ensure that everyone has received the message.

The Person Responsible will liaise with relevant authorities to determine when the shelter in place no longer needs to be in effect.

If the lockdown lasts beyond the official closing time, staff will remain until the Police advise the children and adults can leave the centre. Once the Police say it is safe to leave, staff must maintain the regulatory ratios until all children have been collected by their parents or emergency custodians. The Centre will keep a record for each child stating the time they were collected, the name and contact number/s of the person who collected them and where they were being taken.

C. Emergency Supplies

Enough water and food for at least 10 staff and 30 children that will last for 72 hours (3 days) is stored on

site at Daisies. Food and water will be monitored, replenished and replaced (if necessary) annually during the winter teacher only day by the cook. by the Daisies cook on an ongoing basis.

D. Recovery

The Centre will seek trauma counselling from the Ministry of Education, Special Education Division for children affected by a civil emergency, and arrange appropriate support for affected staff.

Daisies Drill Procedures

Fire drill (trial evacuation)

Fire drills are to be practiced at least every three months. All evacuation routes from a fire, including alternative routes if the main route is unable to be used will be practiced. The planned times and dates for fire drills will be e-mailed to Fire and Emergency New Zealand within 10 days after carrying out the drill. Every year the Health and Safety Coordinator will assign teachers to the chart in the emergency management plan when they will be responsible for carrying out drills.

Before the drill:

The Co-ordinator notes the exact time when starting the drill, enabling the duration of the evacuation process to be measured.

During the drill:

1. The Person Responsible turns on the fire alarm (located beside every Fire Action notice). The Person Responsible calls out instructions about the evacuation routes and where to assemble (the North-West corner of the outdoor play area, or through the gate to 5/3 Earp Street, or in the front carpark depending on the location of the fire)
2. All staff work to evacuate children through the nearest exit. Staff should encourage the mobile children nearest to them to move first.
3. Once the mobile children are making their way towards the exit, children with disabilities or not mobile must be carried to the exit by an adult.
4. The Person Responsible ensures that adults with a disability action their previously-arranged evacuation plan.
5. The Person Responsible collects the sign in/out tablet, staff roster, a cell phone, excursions between houses book, and the Emergency Plan folder.
6. The Person Responsible checks that the entire building is empty as s/he leaves, if it safe to do so, closing windows and doors as they go.
7. Once everyone is assembled in the designated assembly area, the Person Responsible calls the roll, checking each child and staff member off on the attendance registers.
8. Once the roll is called, and everyone is out safely, the Person Responsible goes back into the building. Silence the alarm by turning the key in the EVACUATION LOCK.
9. The Person Responsible instructs the group as to when they may return to the building.

After the drill:

1. The Person Responsible records the date, time and duration of the drill on the record in the Emergency Plan folder. This can include notes about any issues that arose during the drill and what can be done to address these issues in the future.
2. An evacuation report will be completed and emailed to the Fire Information Unit (evacuation@fireandemergency.nz) within 10 days.

Earthquake drill

An earthquake drill will be conducted at least every three months.

1. The Person Responsible notes the exact time when starting the drill, enabling the duration to be measured.
2. The Person Responsible calls loudly, "Earthquake! Earthquake! Turtle drop! Stop, drop and hold!" (The children will have previously discussed and practised safe positions with the teachers).
3. All staff work to encourage the children nearest to them into a safe position.
4. The Person Responsible collects the attendance register. Once everyone has assumed safe positions, the co-ordinator calls the roll, checking each child and staff member off on the attendance register.
5. The Person Responsible informs the group when the drill is finished.
6. The Person Responsible records the date, time and duration of the drill on the record in the Emergency Plan folder. This can include notes about any issues that arose during the drill and what can be done to address these issues in the future.

Lockdown Drill

A lock down drill will be conducted at least every 6 months during a staff meeting .

This drill is a role play scenario allowing kaiako to practice without the tamariki

1. Kaiako will be assigned roles : Person responsible, Kaiako, Tamariki
2. They will spread out throughout the centre as we would be in normal circumstances
3. The person responsible will alert kaiako to the lockdown then proceed to collect the register, emergency folder, and cellphone and lock front doors
4. Once alerted kaiako will comes indoors where necessary, lock the door behind them and put their phones on silent
5. Kaiako then encourage tamariki to get low and stay quiet away from windows and doors they will avoid gathering all together in one space
6. The PR will move through space and check the register and emergency folder
7. The PR will assign roles as they would in a real situation, police contact, parent contact etc
8. The PR will announce when the drill is over to the group
9. This drill will be recorded in the Emergency folders at each whare along with any notes or questions of import that arise from the drill.

Shelter in place Drill

A shelter in place drill will be conducted at least every 6 months during a staff meeting.

This drill is a role play scenario allowing kaiako to practice without the tamariki



1. Kaiako will be assigned roles : Person responsible, Kaiako, Tamariki
2. They will spread out throughout the centre as we would be in normal circumstances
3. The person responsible will alert kaiako to the lockdown then proceed to collect the register and cellphone and lock the front door
4. Once alerted the kaiako will come indoors where needed and keep children calm and maintain interactions as usual.
5. The PR will move through space and check the register
6. The PR will assign roles as they would in a real situation, police contact, parent contact etc
7. The PR will announce when the drill is over to the group
8. This drill will be recorded in the Emergency folders at each whare along with any notes or questions of import that arise from the drill.

Related policies and procedures: Health and safety policy and Daisies Emergency Management Plan

Date Reviewed: February 2024

Next Review Date: February 2025

Excursions and Outings Policy

Te Whāriki (2017): *Well-being/Mana Atua: Children experience an environment where they are kept safe from harm. Exploration/ Aotūroa: Children learn strategies for active exploration.*

Education (ECS) Regulations 2008: S43, S44, S46, Schedule 2.

Education (Early Childhood Education Curriculum Framework) Notice 2008: HS17, HS18.

Purposes

To ensure the well-being and safety of the children when they go out of the centre on excursions.

To support children learning about the people, places and things in the Johnsonville community and beyond by participating in the community.

Rationale

Daisies Philosophy and Curriculum *includes an emphasis on the centre's relationship with the Johnsonville community. Teachers both respond to and encourage the children's interest in the Johnsonville community [and beyond].*

At Daisies, we recognise the importance of real-life experiences for children. The children's real experiences will be enriched by outings into the wider world, including to natural/ bush/ beach environments, to public facilities like Te Papa and on public transport. Safety will be maintained by careful supervision and through risk assessment and risk management processes.

Procedures

A distinction is made between walks and outings in Johnsonville within walking distance of Daisies, and excursions that take longer and go beyond walking distance.

Daisies will organise walks and outings for the children into the community of Johnsonville and excursions into greater Wellington frequently.

For regular walks and spontaneous outings, parents will be asked to sign a consent form covering those outings as part of the enrolment procedure.

For excursions, written consent will be gained from parents before children go on each excursion, covering the approval of adult to child ratios. The consent form will specify which children, teachers and any other adults are going on the trip and the route being taken. The consent form will also cover the means of transport to be used (e.g., private car, public transport, or rental van or bus). Parents **MUST** sign the consent form, or provide written permission, prior to the excursion. Non-consent will be respected.

Adult to child ratios on excursions will be 1:4 for children two years and over, and 1:2 for children under the age of two years. For excursions that involve *exploring in* a body of water

(e.g. stream) the ratio will be 1:3 for children two years and over. The exception to this is in a swimming pool in which the ratios will be 1:2 for children ages two years and over. For excursions near water involving children under the age of two years or children with special needs, the ratio will be 1:2. Additional children (e.g., siblings) joining the excursion will be counted in the ratios. The majority of adults participating on excursions will be Daisies teachers. On each excursion, at least one adult will hold a current First Aid certificate. Student teachers on practicum can be included in trip ratios. Education Support Workers will not be included in trip ratios, but can come along as an extra support person. Parents/caregivers or other adult helpers are included in ratios. If there are insufficient adults to meet the legally-required ratios for either the children on the excursion or outing or the children remaining in the centre, the excursion or outing will be postponed or cancelled. Age group, distance, destination, transport and length of trip will be considered when deciding on ratios for outings and excursions.

No child shall be transported in a private car unless s/he is in a car seat and secured by a seat belt that comply with the requirement under the Vehicle Equipment Rule (car seats and restraints) and other relevant Land Transport Rules under the Land Transport Act 1998. The adult driving shall hold a current full driver's licence and the car will have a current warrant of fitness and registration, this will be photographed and kept a record of. When children are transported by any motor vehicle, at least two adults will be present when there are more than three children in the vehicle.

At least two Daisies teachers will be trained to correctly and safely install a car seat by a certified child restraint technician. Preference is that parents will in the first instance install their own child's car seat for an excursion involving a car trip. When this is impractical, one of the teachers trained in car seat installation will do so. Every year, when this policy is reviewed, the Head Teacher will check whether any new teachers need car seat installation training and will arrange this.

When more than four children leave the premises on an excursion or spontaneous outing, Person Responsible requirements will be met for those children as well as for children remaining at the service. One Person Responsible will be designated for each excursion and for those who remain at Daisies. Each of these has overall responsibility for the well-being and safety of the children.

For a whole-centre excursion, a notice will be posted outside the centre front door notifying the place of the excursion, return time, and a mobile phone number that will reach Daisies teachers.

Risk assessment

An Excursions Record (Local Walks) will be kept (near the attendance register) to document the time, date, destination, list of adults and children, ratios, mode of transport, and educational

purpose. A separate permission form will be created for particular excursions, e.g. to Khandallah Park (Nature Explore trip) or graduation trips.

The number of at least one mobile taken on the excursion will be listed on the form. A brief description of the intended route, including street names, will be included. Before the excursion, a teacher will complete a documented risk assessment, considering issues such as road safety, entry and exit points from the area where children could potentially get out, and proximity to water and alternative routes that could complicate supervision. The Person Responsible at the centre must sign the excursions record/permission form before any trips can go ahead.

On the day, the Person Responsible for the excursion will check the MetService weather forecast, and will postpone if a severe storm warning has been issued. This person will also check the Metlink website and Wellington City Council website (or phone the hotline) for any schedule changes or road closures on the route to be taken, depending on the mode of transport.

For excursions going to more complex environments, or involving multiple stops, at least two Daisies teachers who will be participating in the excursion will carry out a risk assessment prior to the excursion.

When planning trips teachers will consider children's confidence levels and general dispositions when out on excursions, this will guide their judgement around whom they may take and how many children they may take (always being within the ratios outline above). When children are new to Daisies we will wait until they have strong relationships with kaiako and a good sense of well-being at Daisies before inviting them on excursions. First excursions are generally shorter and local.

Risk management on the excursion

On every excursion, a whistle, a small first aid kit, any essential medication, a parent contact list, including for the Poisons Help-line, and a mobile phone must be taken. Children must wear fluoro vests at all times, with the exception of when they are changing, during swimming and on school visits where the ratio is 1:1 (the kaiako responsible may decide whether they need a vest or not). Hats and/or coats to be worn as weather appropriate.

Particular children will be assigned to particular adults during journeys to and from stations and on public transport, and whilst in complex environments such as the bush or the zoo. Adults on the excursions will distribute cell phone numbers to each other prior to leaving the Daisies premises. If one adult needs to offer one on one support to an individual child, or is distracted, prompt and clear communication must occur between the adults. Either the children from that adult's group are re-designated to another adult, OR the whole excursion group remains in one place together while the adult is focussed on the individual child. All adults are expected to be aware (careful observation and listening) of each other and be mindful of when support is needed. Clear and effective communication is vital. Adults must stay near children at all times during excursions. For example: If a group of the tamariki are on one piece of equipment a kaiako is expected to be supervising that play.

Teachers must keep a regular count of children on excursions. A head count will be taken at regular intervals, at each destination if there are to be multiple stops in the journey.

Three main rules will apply the excursions at all times;

1. Children must listen to and comply with the adults' instructions, including coming to the teachers when one blast is blown on the whistle;
2. Children must be able to see an adult at all times and adults must be in close proximity to children at all times;
3. Adults must stay within sight and easy-hearing distance of at least one other adult.

Consequences will be explained and applied if any child does not follow a teacher's instructions pertaining to safety; e.g., s/he must hold an adult's hand until the adult feels confident that s/he will comply with the rule.

If some children remain at the centre, regulation staff: child ratios must be met at all times. At least one of the teachers remaining behind must hold a current First Aid certificate.

If a Civil Defence emergency occurs while children are out on excursion, the Person Responsible for the trip will contact the Centre as soon as possible to inform the Person Responsible at the Centre of the group's well being and safety as well as their location. The group will either head back to Daisies, or to the nearest Civil Defence Post (Cashmere Avenue School - 110 Cashmere Avenue, Khandallah, phone 04 9394700 - if on 'Nature Explore trip' in Khandallah Park), whichever is the safest and practical. The Person Responsible at the Centre will contact parents of the children involved in the excursion as soon as practicable.

Lock-down situations initiated by the Police

If a lock-down is initiated by the Police in the area where the excursion is taking place, the Person Responsible for the trip will contact the Centre as soon as practicable to inform the Person Responsible at the Centre of the group's well being and safety as well as their location. The Person Responsible at the Centre will contact parents of the children involved in the excursion as soon as practicable.

The Person Responsible for the trip will be the liaison with the Police, and will endeavour to maintain communication with the same Police officer throughout the lock-down for consistency of communication.

The remaining teachers on the trip will work with the children in ways that maintain a feeling of normality and security for them. They will minimise making the children anxious.

The group will remain until the Police advise the children and adults can leave the area. The Person Responsible for the trip will keep in contact with the Head Teacher/Person Responsible at the Centre, providing updates of the group's well being and safety. The Head Teacher/Person

Responsible at the Centre will maintain contact with the parents of the children involved, providing updates of the group's well being and safety.

Once the Police say it is safe to leave, teachers on the trip must maintain the regulatory ratios until all children have been collected by their parents or emergency custodians. Parents of the children involved may choose to meet/pick up their child from a safe location that the Police specify, or pick up their child from Daisies. Parents must inform the Head Teacher/Person Responsible at the Centre where they would like to pick up their child. The Head Teacher/Person Responsible at the Centre will then inform the Person Responsible for the trip of the parents' decision.

If not picked up by parents from the location that the Police specify, a taxi will be hired by Daisies to transport any remaining children and teachers back to Daisies.

The Person Responsible for the trip will keep a written record for each child stating the time they were collected, the name and contact number/s of the person who collected them and where they were being taken.

Sharing the excursion experience

Excursions will be documented with photos and text in a timely way to facilitate ongoing dialogue with children and family members about the experiences.

Risk assessment and hazards identified during excursions are to be shared regularly at staff meetings.

Excursions between Te Purapura and Te Pihinga

Excursions between our two Daisies whāre are the exception to the above procedures. Ratios on visits between the two houses will meet MOE regulation ratios of 1:5 for under 2's and 1:6 / 2:20 for over 2's. Child specific medication (accompanied by their individual action plan) is the only thing required as all other necessities are available at both whāre. There is a book at each house recording the movement of children departing and arriving between houses. All visits or excursions will be signed off by the Person Responsible at their home centre. To support children's transitions between houses, they will at times be left as part of the ratios of the centre being visited. No visiting child will be left unless there is a space on the centre roll and it meets the licensing requirements of the house.

When a child is left in ratio at the visited centre either Pihinga or Purapura, the Person Responsible at that centre becomes responsible for them, in the event of an emergency.

Date Reviewed: March 2024

Next Review Date: February 2025

Appendix -Nature Explore Kaupapa

(reviewed:Feb 2024, next: to be reviewed alongside Excursion policy)

Daisies Nature Explore curriculum includes regular excursions into wilderness spaces, primarily Khandallah Park. These Nature Explores usually involve 2 teachers and 4-8 children, maintaining ratios outlined in the excursion policy. The trip leaves Daisies around 9.00am by walking to Johnsonville Train/Bus Station. We normally strive to catch either the 12.18pm or 12.48pm train back to Johnsonville. In the event trains are cancelled the bus replacement is our preferred next option.

Broadly, Daisies' learning goals in nature span all five strands of *Te Whāriki*. The goals are:

1. Children will develop their working theories and learn scientific knowledge associated with natural environments,
2. Children will develop and talk about special concepts associated with the outdoors,
3. Children will develop a love of and sense of responsibility for nature; understand kaitiakitanga,
4. Children will grow in confidence as explorers and leaders outdoors; they will strengthen their resilience.

Kaiako encourage hands-on experiences to explore and enjoy natural phenomena with all their senses, build science and mathematical knowledge, strengthen their investigative dispositions, improve co-ordination and strengthen their bodies as well as grow a personal conservation value.

The following guidelines guide our engagement when interacting with tamariki while out on Nature Explore to encourage them to identify and assess hazards so that they learn how to deal with risk

- Encourage tamariki to solve their own problems and challenges, both physical and mental , i.e encourage balancing their own bodies, rather than hand holding
- Please do not provide instant answers – eg answer one question with another question,
- Look out for instances where wondering-type comments could provoke deeper exploration – “Oh look at that spider web, I wonder...”
- Slow down. Spending more time in one place allows tamariki to see, feel and sense more

Children are encouraged to plan collaboratively for the excursion based on their ideas. “What would you like to do in the bush today?” “Where shall we go first?” Teachers will make it clear that everyone will be going together to the place they want to go first. At times teachers will

decide on the plan for the trip, this may be based on investigation planning, or due to safety reasons.

When we are on NE we honor tikanga and intentionally make links to te ao Māori. We say our usual Karakia and we acknowledge Tāne Mahuta and Papatūānuku, thanking them for our time in the bush and acknowledging that we need to be respectful of the living creatures/plant life in the bush. We use te reo Māori, purākau and matauranga Māori in connection with the natural environment.

Procedures:

A permission slip written with all information in accordance with the excursion policy- i.e route, transport, teachers, ratios etc. will have to be signed before the trip. Alternatively, the Person Responsible for the NE may print written Story Park or email permission and file it with the NE information.

We try to ensure that either the key teacher or secondary teacher goes with each child. If not then a teacher the children are confident and comfortable with. Kaiako new to Nature Explore are always accompanied by a more experienced kaiako for a minimum of 2 trips or until they feel comfortable leading one on their own.

Parent help or adult visitors will be given a copy of the volunteer kaupapa (written) and have an opportunity to ask questions about this.

On the morning of a NE trip, the kaiako going in conjunction with the HT will make a call as to whether there are any environmental risks that may impact the trip and how to respond to these. This may include weather conditions, or weather warnings, storm damage (branches down, flooding etc) or pandemic level changes. These issues may lead to cancelling the trip, changing it to a local trip or going on an Urban Explore.

When any changes in route or transport times occur the PR of the excursion must let the PR back at the centre know. If catching a later train, the Person Responsible on the trip will contact Daisies to inform them of the new time.

There is one hour of non-contact designated to one nature explore teacher following the trip to document and share with parents.

Essentials to be packed:

First aid kit

Emergency contact list for parents and staff

Each adult should have a mobile phone

Copy of that day's permission form

Any medication needed for children or adults

Tissues

Gloves

Wipes for washing hands

Wipes for toileting/nappy changes

Nappies (if children are in them)

Copy of the emergency & civil defence policy, excursion policy and risk management procedures

Sunscreen (during spring/summer)

Kai and Wai (water) (enough for each child for the duration of the trip, catering to any allergies)

The above list is the bare minimum you would need to take on a Nature Explore. You are likely to need other things, and this is up to each teacher's judgement.

Food Act 2014 Requirement:

Food and drink that needs to be refrigerated will be packed in a cooler bag with an ice pack and a thermometer.

Safety:

Children will be allocated to adults for supervision during the excursion. Children will be told very clearly who 'their adult is'.

Cell-phone numbers of all adults on the excursion will be distributed to each other.

Adults aim to stay within sight and easy-hearing distance of at least one other adult on the excursion at all times, unless clearly communicated otherwise and reason why (ie. taking a child to the bathroom) .Phones should be carried on their person at all times to allow communication in these instances.

Teachers need to be aware of the whole group to identify potential hazards and risks as they arise. If one adult needs to be in a one-on-one interaction with a child (i.e in a first aid situation) other teachers will supervise their other children, or the whole group will wait until the situation is resolved before continuing on. This needs to be clearly communicated.

It is also the teachers' responsibility to focus on risk assessment and all adults should speak to each other about any hazards they notice. Children should be included in identifying and

assessing these hazards so they can learn appropriate risk management.

Remind children of the excursion rules:

- Children must listen to and comply with the adults instructions, including coming to the teachers when one blast is blown on the whistle;
- Children must be able to see an adult at all times.

Consequences will be explained and applied if any child does not follow a teacher's instructions pertaining to safety; e.g., s/he must hold an adult's hand (or return to the buggy) until the adult feels confident that s/he will comply with the rule. Children who do not follow safety instructions will be told they will not go on their next expected excursion.

While exploring the group will remain close together (i.e., within easy sight and hearing distance of each other). If the group decides on two places to explore – e.g., the stream or spiral mountain, they need to agree on the sequence: which place will be explored first, and until what time; and which place will be explored later. Everyone must return to the agreed meeting place (e.g., picnic table) before everyone moves to the second place to be explored.

Road safety needs to be adhered to; younger children should be holding hands with adults, one adult always to be at the front and back of the group. We encourage children to be road safety aware, i.e stop, look and listen before crossing the road and to walk sensibly and safely (not running, or jumping down the road). Children who do not walk safely together will be separated and asked to walk with somebody else, or to hold a teacher's hand.

When at the train station children are reminded to always walk on the platform and to remain behind the yellow dotted marking. During the train ride children must be sitting on a seat while the train is moving.

Nearest Civil Defence Post from Khandallah Park.

Google Maps Cashmere Avenue School & Community Emergency Hub



Map data ©2018 Google 200 m



Cashmere Avenue School & Community Emergency Hub

5.0 ★★★★★ · 2 reviews

Primary School

📍 110 Cashmere Ave, Khandallah, Wellington 6035

🌐 cashmere-ave.school.nz

☎ 04-939 4700

Appendix to Excursion Policy - Risk Assessment and management procedures – scenarios

Feb 2024

(to be reviewed on schedule with excursion policy)

A range of scenarios for atypical incidents and our planned responses are being described to improve Daisies’ preparedness for events that require special attention. Scenarios, by definition, cannot be explicitly described, but provide thoughtful plans for what the group is likely to do.

Excursion Risk scenarios

1. Lost Person
2. Injury or accident due to slips, falls, collisions - child
3. Injury or accident due to slips, falls, collisions - adult
4. Dog aggression or bite
5. Child approached by member of public
6. Wind Warning and (Risk of) Injury due to falling trees or flying equipment / Objects
7. Earthquake (disruption to transport and communication)
8. Train/ bus stoppage whilst on excursion
9. Hypothermia
10. Sun exposure, sunburn or heat stroke

Risk Scenario - What could go wrong?

Hazards - What could cause this to happen?	Risk Control - How to prevent this from happening.	Eliminate, Isolate, Minimise the hazard. When/where	Who is Responsible?
Incident Action Plan			

Risk Scenario 1- Lost Person

Lack of supervision Inadequate supervision ratios Inattention of kaiako Child runs off or hides	Keep to maximum ratios (1 kaiako to 4 children, 1:3 in bush, 1:2 around water and with Under 2’s). Follow group walking, buddying procedure and have regular head counts.	Minimise by PR reminding Kaiako at pre-session meeting of procedures. Children briefed at morning H&S to stay put if separated from the group.	PR, and kaiako
<p>Gather children and supervise Kaiako lets other adults know that there has been an incident. Adults to stay in communication with each other Using whistle, 1 adult gathers children in one place to calmly supervise the children., Roll Call, 2nd adult will conduct a thorough search.</p> <p>Communication As soon as possible Text/ call Daisies Head Teacher about group’s location, and well-being, PR, HT, 2nd adult to stay in reg. communication.</p>			

PR to contact HT, HT to contact police, parents, owners), HT to deploy extra staff to site; PR, HT, 2nd adult to stay in reg. communication.

PR to liaise with Police on arrival

Transport

Return remaining children to Daisies., PR and HT to decide on alternative transport (as per excursion plan, teachers/ staff's / owner's car, parents to pick their child up). Parents to sign statement that they have picked up their child. Ensure legal ratios are maintained, HT to deploy extra staff to site if possible

Ongoing Communication with involved parents – HT/ PR

Records and Communication

If private cars are used, keep a written record of time, name of driver, car, and children transported to Daisies. File with excursion records.

Record different transport in day book and talk to parents again at pick up about what and why the transport was changed.

PR to fill out incident report, HT- updates via storypark as deemed necessary

An Accident/Incident Forms to be completed as soon as possible. Parents informed of all accidents or incidents

Report and complete MofEdu incident report if necessary.

Risk Scenario 2 - Injury or accident due to slips, falls, collisions - child

<p>Lack of supervision of children Careless behaviour Natural environment - Uneven surfaces - Steep/challenging terrain - Trees</p>	<p>Keep to maximum ratios (1 kaiako to 4 children, 1:3 in bush, 1:2 around water and with Under 2's).</p> <p>Ensure children have appropriate footwear before leaving Daisies Remind children to be respectful of others. Support children to know they own limits.</p>	<p>Minimise by PR reminding Kaiako at pre-session meeting of procedures. Children briefed at morning H&S</p>	<p>HT, PR, and kaiako</p>
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Gather children and supervise

Kaiako lets other adults know that there has been an incident. Adults to stay in communication with each other Using whistle, 1 adult gathers children in one place to calmly supervise the children., Roll Call,

Assess Situation and First Aid

Qualified first aider attends injured person

Ring 111 for ambulance, and provide initial assessment of medical requirements if required.

If the injury is moderate or serious the accident and incident procedure in the H & S policy will be followed.

Communication

Text/ call Daisies Head Teacher about group's location, and well-being, decide on new location and route.

PR, HT, 2nd adult to stay in reg. communication.

PR to contact HT and parents (or HT to contact parents), HT to deploy extra staff to site; PR, HT, 2nd adult to stay in reg. communication. HT to contact owners

Transport

1 kaiako to go with injured child in ambulance if parent has not yet arrived only if ratio allows.

PR and HT to decide on alternative transport (as per excursion plan, teachers/ staff's / owner's car, parents to pick their child up). Parents to sign statement that they have picked up their child.

Ensure legal ratios are maintained, HT to deploy extra staff to site if possible

Ongoing Communication with involved parents – HT/ PR

Records and Communication

If private cars are used, keep a written record of time, name of driver, car, and children transported to Daisies.

File with excursion records.

Record different transport in day book and talk to parents again at pick up about what and why the transport was changed.

PR to fill out incident report, HT- updates via storypark as deemed necessary

An Accident/Incident Forms to be completed as soon as possible. Parents informed of all accidents or incidents
 Report and complete MofEdu incident report if necessary.

Risk Scenario 3 - Injury or accident due to slips, falls, collisions -adult

<p>Careless behaviour Natural environment - Uneven surfaces - Steep/challenging terrain - Trees</p>	<p>Keep to maximum ratios (1 kaiako to 4 children, 1:3 in bush, 1:2 around water and with Under 2's). Ensure adults have read and understood the H & S policy and are capable and fit enough to go on an excursion Ensure adults have appropriate footwear before leaving Daisies Support each other to know they own limits.</p>	<p>Minimise by PR reminding Kaiako at pre-session meeting of procedures.</p>	<p>HT, PR, and kaiako</p>
<p>Gather children and supervise Kaiako lets other adults know that there has been an incident. Adults to stay in communication with each other. If 2nd adult needs to attend injured adult, keep all children in close group nearby. If possible ask passers-by to help with injured person while Kaiako supervise children.</p> <p>Using whistle, 1 adult gathers children in one place to calmly supervise the children., Roll Call,</p> <p>Assess Situation and First Aid Qualified first aider attends injured person Ring 111 for ambulance, and provide initial assessment of medical requirements if required. If the injury is moderate or serious the accident and incident procedure in the H & S policy will be followed.</p> <p>Communication As soon as possible Text/ call Daisies Head Teacher about group's location, and well-being, PR to contact HT, HT to deploy extra staff to site; PR, HT, 2nd adult to stay in reg. communication. Contact an owner</p> <p>Transport PR and HT to decide on alternative transport (as per excursion plan, teachers/ staff's / owner's car, parents to pick their child up). Parents to sign statement that they have picked up their child. Ensure legal ratios are maintained, HT to deploy extra staff to site if possible 1 kaiako to go with injured adult in ambulance only if ratio allows.</p> <p>Ongoing Communication with involved parents – HT/ PR</p> <p>Records and Communication If private cars are used, keep a written record of time, name of driver, car, and children transported to Daisies. File with excursion records. Record different transport in day book and talk to parents again at pick up about what and why the transport was changed.</p> <p>PR to fill out incident report, HT- updates via storypark as deemed necessary An Accident/Incident Forms to be completed as soon as possible. Parents informed of all accidents or incidents.</p> <p>Report and complete MofEdu incident report if necessary.</p>			

Risk Scenario 4 - Dog aggression or bite

<p>Dog off lead in</p>	<p>No control over irresponsible pet owners. Keep in group and provide comfort if a child has has scared</p>	<p>Little control, Unpredictable</p>	<p>PR, and kaiako</p>
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Gather children and supervise

Kaiako lets other adults know that there has been an incident. Adults to stay in communication with each other
1 adult to make themselves known to owner of dog. In absence of owner adult will try to restrain/ remove dog if possible

Using whistle, 1 adult gathers children in one place to calmly supervise the children., Roll Call, lead children away from dog as necessary, 2nd Kaiako to call police on 111 if necessary.

Assess Situation and First Aid

Qualified first aider attends injured person

Ring 111 for ambulance, and provide initial assessment of medical requirements if required.

If the injury is moderate or serious the accident and incident procedure in the H & S policy will be followed.

Communication

Text/ call Daisies Head Teacher about group’s location, and well-being, decide on new location and route.

PR, HT, 2nd adult to stay in reg. communication.

PR to contact HT and parents (or HT to contact parents), HT to deploy extra staff to site; PR, HT, 2nd adult to stay in reg. communication.

Transport

PR and HT to decide on alternative transport (as per excursion plan, teachers/ staff’s / owner’s car, parents to pick their child up). Parents to sign statement that they have picked up their child.

Ensure legal ratios are maintained, HT to deploy extra staff to site if possible

Ongoing Communication with involved parents – HT/ PR

Records and Communication

If private cars are used, keep a written record of time, name of driver, car, and children transported to Daisies.

File with excursion records.

Record different transport in day book and talk to parents again at pick up about what and why the transport was changed.

PR to fill out incident report, HT- updates via storypark as deemed necessary

An Accident/Incident Forms to be completed as soon as possible. Parents informed of all accidents or incidents.

Risk Scenario 5 - Child approached by member of public

<p>Khandallah Park area is open to the public. Inadequate supervision</p>	<p>Provide clear and frequent instruction to remain with the group at all times unless okayed by a Kaiako</p> <p>Kaiako being aware of any members of the public that crossing the grounds or walking in the bush.</p>	<p>Minimise by kaikao at the H & S briefing, Clear safety guidelines given.</p>	<p>PR, and Kaiako</p>
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Gather children and supervise

Kaiako lets other adults know that there has been an incident. Adults to stay in communication with each other
Kaiako to intervene in any interaction with public and a child If the member of public are persistent and/or show concerning behaviours.

Using whistle, 1 adult gathers children in one place to calmly supervise the children, Roll Call, lead children away out of the park if necessary, 2nd Kaiako to call police on 111 if necessary.

Relocate and Assess Situation

Move to safe location - Khandallah Park (Café du Parc)

In case of moderate or serious injury the accident and incident procedure in the H & S policy will be followed.

Refer to injury procedure.

Communication

Text/ call Daisies Head Teacher about group’s location, and well-being, decide on new location and route.

PR, HT, 2nd adult to stay in reg. communication.

Transport

PR and HT to decide on alternative transport (as per excursion plan, teachers/ staff's / owner's car, parents to pick their child up). Parents to sign statement that they have picked up their child.
 Ensure legal ratios are maintained, HT to deploy extra staff to site if possible

Ongoing Communication with involved parents – HT/ PR

Records and Communication
 If private cars are used, keep a written record of time, name of driver, car, and children transported to Daisies.
 File with excursion records.
 Record different transport in day book and talk to parents again at pick up about what and why the transport was changed.

PR to fill out incident report, HT- updates via storypark as deemed necessary
 An Accident/Incident Forms to be completed as soon as possible. Parents informed of all accidents or incidents.

Risk Scenario 6 - Risk of Injury due to falling trees or flying equipment / Objects

Very high winds Unsecured objects	Use of indoor venue if extreme weather is forecast (Strong wind warning)	Minimise by kaikao at the H & S briefing, Clear safety guidelines given.	HT, PR, and Kaiako
<p>Gather children and supervise Kaiako lets other adults know that there has been an incident. Adults to stay in communication with each other Using whistle, 1 adult gathers children in one place to calmly supervise the children, Roll Call,</p> <p>Relocate and Assess Situation Move to safe location – eg. Khandallah Park (Café du Parc)</p> <p>In case of moderate or serious injury the accident and incident procedure in the H & S policy will be followed. Refer to First Aid procedure.</p> <p>Communication Text/ call Daisies Head Teacher about group's location, and well-being, decide on new location and route. Check around for safest location away from big trees</p> <p>Transport PR and HT to decide on alternative transport (as per excursion plan, teachers/ staff's / owner's car, parents to pick their child up). Parents to sign statement that they have picked up their child. Ensure legal ratios are maintained, HT to deploy extra staff to site if possible</p> <p>Ongoing Communication with involved parents – HT/ PR</p> <p>Records and Communication If private cars are used, keep a written record of time, name of driver, car, and children transported to Daisies. File with excursion records. Record different transport in day book and talk to parents again at pick up about what and why the transport was changed.</p> <p>PR to fill out incident report, HT- updates via storypark as deemed necessary An Accident/Incident Forms to be completed as soon as possible. Parents informed of all accidents or incidents.</p>			

Risk Scenario 7 – Earthquake / Civil Defence Emergency

	Practice turtle hide and whistle drills at Daisies, H & S Briefings , Take up-to-date-contact list on excursion	Little control, Unpredictable	HT, PR, and Kaiako
<p>Gather children and supervise Turtle drop</p>			

Using whistle, 1 adult gathers children in one place to calmly supervise the children, Roll Call,

Relocate and Assess Situation

Move to safe location - Khandallah Park (Café du Parc)

In case of moderate or serious injury the accident and incident procedure in the H & S policy will be followed.

Refer to injury procedure.

Communication

Text/ call Daisies Head Teacher about group’s location, and well-being, decide on new location and route.

Check around for safest location away from big trees and fallen power lines.

PR, HT, 2nd adult to stay in reg. communication.

Transport

PR and HT to decide on alternative transport (as per excursion plan, teachers/ staff’s / owner’s car, parents to pick their child up). Parents to sign statement that they have picked up their child.

Ensure legal ratios are maintained, HT to deploy extra staff to site if possible

Ongoing Communication with involved parents – HT/ PR

Records and Communication

If private cars are used, keep a written record of time, name of driver, car, and children transported to Daisies.

File with excursion records.

Record different transport in day book and talk to parents again at pick up about what and why the transport was changed.

PR to fill out incident report, HT- updates via storypark as deemed necessary

An Accident/Incident Forms to be completed as soon as possible. Parents informed of all accidents or incidents.

Risk Scenario 8 - Train/ bus stoppage whilst on excursion

Metlink Breakdown, Slips,	Little control	Minimise by kaiako at the H & S briefing, Clear safety guidelines given.	HT, PR, and Kaiako
<p>Gather children and supervise Using whistle, 1 adult gathers children in one place to calmly supervise the children, Roll Call,</p> <p>Communication Text/ call Daisies Head Teacher about group’s location, and well-being.</p> <p>Transport PR and HT to decide on alternative transport (as per excursion plan, teachers/ staff’s / owner’s car, parents to pick their child up) Parents to sign statement that they have picked up their child. HT to deploy extra staff to site if possible</p> <p>Records and Communication If private cars are used, keep a written record of time, name of driver, car, and children transported to Daisies. File with excursion records. Record different transport in day book and talk to parents again at pick up about what and why the transport was changed.</p>			

Risk Scenario 9 - Hypothermia

Unseasonably cold and/or wet weather Person wearing in adequate clothing	Use of indoor venue if extreme weather is forecast Children required to wear adequate clothing including a waterproof jacket and a change of clothes.	HT and PR keeping up to date with the weather forecast. Educators checking child has required gear and spare clothing before leaving Daisies. Kaiako acting at the first signs of hypothermia	HT, PR, and kaiako
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Gather children and supervise

Kaiako lets other adults know that there has been an incident. Adults to stay in communication with each other Using whistle, 1 adult gathers children in one place to calmly supervise the children, Roll Call,

Access situation and First Aid

Qualified first aider attends injured person. If the injury is moderate or serious the accident and incident procedure in the H & S policy will be followed. An Accident/Incident Forms to be completed as soon as possible

Procedure

Qualified first aider attends injured person
Get the person indoor to get warm and dry.

Communication

As soon as possible Text/ call Daisies Head Teacher about group’s location, and well-being.
PR to contact HT, HT to contact parents, HT to deploy extra staff to site; PR, HT, 2nd adult to stay in reg. communication.

Transport

PR and HT to decide on alternative transport (as per excursion plan, teachers/ staff’s / owner’s car, parents to pick their child up). Parents to sign statement that they have picked up their child.
Ensure legal ratios are maintained, HT to deploy extra staff to site if possible

Records and Communication

If private cars are used, keep a written record of time, name of driver, car, and children transported to Daisies.
File with excursion records.
Record different transport in day book and talk to parents again at pick up about what and why the transport was changed.

PR to fill out incident report, HT- updates via storypark as deemed necessary

An Accident/Incident Forms to be completed as soon as possible. Parents informed of all accidents or incidents.

HT to send upset staff home, HT / owner to liaise with parents depending on unfolding situation / reg. updates via storypark as deemed necessary

Risk Scenario 10 - Sun exposure, sunburn or heat stroke

<p>Wearing inadequate clothing Not wearing sunscreen Not drinking enough and becoming dehydrate</p>	<p>In summer months children are expected to have sunscreen applied before leaving daisie and sun hats. Sunscreen will be reapplied if a child gets wet and after lunch. Sun safe policy to be followed Children to have their own water bottle. Regular breaks. Seek shade in the middle of the day.</p>	<p>Following the Sun Safe Policy.</p>	<p>HT, PR, and Kaiako Caregivers</p>
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Gather children and supervise

Kaiako lets other adults know that there has been an incident. Adults to stay in communication with each other Using whistle, 1 adult gathers children in one place to calmly supervise the children, Roll Call,

Access situation and First Aid

Qualified first aider attends injured person. If the injury is moderate or serious the accident and incident procedure in the H & S policy will be followed. An Accident/Incident Forms to be completed as soon as possible

Procedure

Qualified first aider attends injured person

Communication

As soon as possible Text/ call Daisies Head Teacher about group’s location, and well-being.
PR to contact HT, HT to contact parents, & owner, HT to deploy extra staff to site; PR, HT, 2nd adult to stay in reg. communication.

Transport

PR and HT to decide on alternative transport (as per excursion plan, teachers/ staff's / owner's car, parents to pick their child up). Parents to sign statement that they have picked up their child.
Ensure legal ratios are maintained, HT to deploy extra staff to site if possible

Records and Communication

If private cars are used, keep a written record of time, name of driver, car, and children transported to Daisies.

File with excursion records.

Record different transport in day book and talk to parents again at pick up about what and why the transport was changed.

PR to fill out incident report, HT- updates via storypark as deemed necessary

An Accident/Incident Forms to be completed as soon as possible. Parents informed of all accidents or incidents.

HT to send upset staff home, HT / owner to liaise with parents depending on unfolding situation / reg. updates via storypark as deemed necessary

Food Preparation and Safety Policy

Te Whāriki (1996): *Well-being/Mana Atua: Children experience an environment where their health is promoted; they are kept safe from harm.*

Education (ECS) Regulations 2008, Part 2, 45 Premises and facilities standard: general (1), 46 Health and safety practises standard (1-2), 57 Health and safety of children (1-2).

Licensing Criteria for Centre Based ECE Services: HS1, HS2, HS6, HS14, HS19, HS20, HS21, HS22, HS23, HS26
The Food Act 2014
Food Regulations 2015

Purposes:

To ensure Daisies Early Education and Care Centre (“Daisies”) maintains the highest level of hygiene standards when preparing and handling food that are being provided to children. To ensure Daisies adhere to the legal standards set out by authorities as stated in the Food Act and Regulations.

Procedures:

Daisies’ Cook is responsible for preparing nutritious meals for the children, and for maintaining hygiene and food safety in the kitchen and places where food is served at Daisies. S/he is especially trained in Food Safety and Preparation. All staff members are individually responsible for ensuring they fully understand, and adhere to, the processes for maintaining high hygiene standards.

Menu

The Cook provides a menu for the nutritious midday meals four weeks in advance and it is displayed in the entrance hall of Daisies. Food is served at appropriate times and in sufficient quantities and variety to meet the nutritional needs of each child while they are attending Daisies. As well as the midday meal, fruit and other snacks are served every morning and afternoon. An early evening snack is served to those children still at Daisies at 5.00pm. Each day’s menu aims to meet the 5+ a day nutritional guidelines. Vegetarians and children with food intolerances/allergies are catered for appropriately. A record of all food served during opening hours is kept, and these are available for inspection, if needed, for three months after the food is served.

Allergies

Allergies, food intolerance and special dietary requirements will be a shared responsibility of the child’s family and Daisies. Medical advice will be sought by parents and notified to Daisies before the Cook eliminates food items from a child’s diet. All staff will be made aware of individual children’s food allergies and special dietary requirements. A visual guide, including the child’s photo and a list of allergies and special dietary requirements will be kept in the kitchen as reference. If the child’s allergies are life threatening, a management plan will be in place to ensure all staff members know the emergency protocols.

Water and Milk

Drinking water is available at all times for all children. Children do not share cups. Milk/formula is available to children as requested by their parents: Nurture brand formula is available for under-one-year-olds, and milk is available to over-one-year-olds. Toddler formula for over-one-year-olds is not provided by Daisies. Parents are welcome to supply their own preferred brand of formula, toddler formula, or expressed breast milk for storage in the Daisies fridge.

At Daisies, we encourage and support breastfeeding. We provide a comfortable nursing chair for mothers to feed at the centre and expressed milk can be stored safely in the refrigerator or freezer and warmed when required.

Kitchen and Other Food Serving Areas

Daisies' has a purpose-built kitchen at 5 Earp Street with two sinks. One for food preparation and dish washing, as well as a separate hand-washing basin. A second kitchen at 3 Earp Street will be used to serve food only. A dishwashing machine is provided at 3 Earp St for hygienically washing dishes. A steriliser is provided for hygienically cleaning dishes at 5 Earp St. A microwave oven are provided for heating food for children, at both 5 and 3 Earp St, and for food learning related learning experiences.

There is a barrier fitted to ensure children cannot access the kitchens without adult supervision. As a rule, children are not allowed to enter the kitchen. However, there may be a few occasions when some are allowed in to facilitate their learning or understanding of the responsibilities and practices that take place in the kitchen (in these circumstances they will be closely observed and guided by an adult at all times).

A fresh bottle of bleach solution (1:10) will be made each morning (there is a higher concentration of bleach used when there are illnesses present, in line with Public health advice).

Kitchen surfaces and tables will be cleared and wiped down before and after serving food on them, using bleach solution and specific colour-coded cloths. There are different colour-coded cloths available for the kitchen and kai tables - and for the art areas and other non-food surfaces - to ensure the kai table cloths and kitchen cloths are only used on food preparation or eating surfaces.

The scrap bin's lid and over all surface area will be wiped down after each day, using bleach solution and specific colour-coded cloths that are used for non-food surfaces.

The kai trolley will be cleared and wiped down each day, using bleach cleaner and a kitchen cloth.

The food serving shelf in the infant (Koromiko) space will be cleared and cleaned at the end of each day using bleach cleaner and a kitchen cloth. The microwave in the infant space will be cleaned using warm soapy water and a kitchen cloth at least fortnightly.

The fridge freezer has a thermometer that helps ensure food is kept at a temperature at or below 4°C, and protects food from vermin and insects. The fridge freezer is cleaned with citrus-based cleaner once a week.

Food Preparation and Safety

Thorough hand-washing before handling any food (preparation and serving) is a strict requirement. There is a specific hand washing basin in the kitchens for this purpose. On entry to the kitchen staff must also rub their hands with the antibacterial gel that is located next to the kitchen door and not touch anything outside the kitchen before entering..

Any one, adult (staff or caregivers/visitors) or child, who is unwell, will not be allowed to go in the kitchen, nor handle any food. Procedures written on the Illness Policy will be adhered to.

Any staff who are handling food are expected to maintain a general daily hygiene routine. *See Food Preparation Procedure for further information.*

Where children are involved in food preparation / learning experiences for consumption by others, e.g. baking afternoon tea, food hygiene practices will be maintained with them. Children are supervised by staff and provided with guidance around not eating the food and discarding dropped items.

Food that is taken on excursions and need to be kept below 5°C, e.g. cold ham and cheese on Nature Explore trips, will be packed in a travel sized food cooler, with an ice pack and a thermometer inside to maintain and monitor its required temperature. Cooked food that is transported to the centre at 3 Earp Street, will be well covered and transported safely in an insulated bag. The cook will use the back gate (which joins the centres) to transport food. The temperature of the food will be checked after reheating each day before serving it to the tamariki. It will be reheated to a minimum of 65 degrees celsius.

A Food Variance Record book is maintained by the Cook as required in legislation. There will be one at 5 Earp Street. Its purpose is to keep and maintain records that demonstrate food is being stored, prepared and transported safely.

All cooked food must reach 5°C (or is cool to touch) within six hours by putting it in the fridge. As meals are prepped the night before all food is saved in the fridge freezer and recorded in the Food Variance Record Book. Food will only be reheated once and will only be kept past the meal time if it has not been reheated. *See Food Preparation Procedure for further information.*

When it is cooked, poultry must be checked using a meat thermometer to ensure it reaches the temperature of 75°C. This must be recorded in the Food Variance Record Book.

Any accidents, e.g. broken glass, or illness, e.g. vomiting, that occur in the food preparation kitchen must be recorded in the Food Variance Record Book.

Date Established: July 2020

Reviewed: March 2022

Next Review Date: July 2024

Food Preparation Procedure

Te Whāriki (2017): *Well-being/Mana Atua: Children experience an environment where their health is promoted; they are kept safe from harm.*

Education (ECS) Regulations 2008, Part 2, 45 Premises and facilities standard: general (1), 46 Health and safety practises standard (1-2), 57 Health and safety of children (1-2).

Licensing Criteria for Centre Based ECE Services: HS1, HS2, HS6, HS14, HS19, HS20, HS21, HS22, HS23, HS26
The Food Act 2014
Food Regulations 2015

Purposes:

To provide a central point of information pertaining to the operations and processes in the kitchen. It contains reference information to aid staff in performing the role of cook to the highest standards and to set a level of expectations.

Procedure:

Responsibilities for Implementation

The following roles hold the responsibilities for the implementation of the processes outlined in this procedure:

- The Head Cook is responsible for ensuring that the processes are adhered to at all times and for the integrity of all the information throughout.
- All staff members are individually responsible for ensuring they fully understand, and adhere to, the processes for maintaining high hygiene standards.
- Teachers are responsible on a daily basis for the reheating and service of kai and maintaining the procedures as outlined in the document.

The kitchen must operate to maintain a high standard of produce, high level of hygiene standards, good operational processes, consistent and relative training and stay within budget. This also includes the responsibilities of Daisies, suppliers, employees, operational processes and legal standards

The information contained in this procedure includes:

- Cleaning Plan and schedule
- Temperature standards, control and management including appliances
- Food Safety, hygiene standards
- Equipment maintenance and management process
- Communication of procedure to other staff
- Stock management and reordering
- Transportation of food between houses

All practices must be followed in accordance with this procedure to maintain the highest of hygiene standards and provide a professional environment in which to work, and to adhere to the legal standards set out by authorities.

Food Hygiene

Food hygiene in the kitchen is of the utmost importance for the safety and well-being of the children. It is of great importance that processes are followed by **all** staff (including relief staff), and that high levels of hygiene are maintained at all times. The processes set out in this procedure are necessary in order to keep the food protected from viruses, bacteria, bacteria growth and deterioration.

Food Poisoning

Food poisoning is mainly caused by bacteria, viruses and, less commonly, by parasites. These organisms generally come from infected food handlers, animal faeces and soil.

Bacteria are microscopic organisms. There are many different types; some we want in our foods, others cause food to spoil, and some can make us sick.

We use helpful bacteria to make foods such as yoghurt, most cheeses and salami-type meats because they promote fermentation. This also takes place in the production of some antibiotics, vitamins and the production of manure from decaying vegetable matter.

There are some types of bacteria that spoil food, making it smell and taste bad, but these types, such as *Pseudomonas*, which causes spoilage in eggs, milk, cheese, meat and fish, are usually harmless. Food spoilage can be prevented by keeping food in a well-ventilated place at even temperatures below 10°C, and food is rotated using the first in first out policy.

Bacteria that cause food poisoning are found mainly in animal faeces and in soil. Humans can have these bacteria in their faeces, mouth, nose and ears, and in infected sores.

Food poisoning bacteria do not change the smell, taste or appearance of the food. They include: *Salmonella*, *Campylobacter jejuni*, *Staphylococcus aureus*, certain strains of *E. coli* and *Listeria monocytogenes*.

Often food poisoning bacteria need to grow in large numbers in food to cause illness, which is why it is important to keep certain foods refrigerated or very hot. Others don't need to grow to cause illness, which is why we need to protect food from contamination.

There are simple things you can do to prevent food poisoning; including washing and drying your hands thoroughly before preparing food and after handling raw meat; not preparing raw meat and vegetables/fruits on the same surface; not preparing foods for other people when you are sick, washing foods that aren't going to be cooked (e.g. salad vegetables) and keeping certain foods very cold or very hot.

Bacteria needs time, food, warmth and moisture and sometimes air to grow. They will live and multiply in many foodstuffs, particularly those which are high in protein and moisture.

Food that support bacterial growth are:

- Meats, poultry, and meat products
- Stocks, gravies, stews and sauces
- Milk, cream, and egg products

Although bacteria thrive on foods, a crumb lodged in a crack on a table or smear of blood on a unwashed chopping board is sufficient food for bacteria to live.

Warmth

The length of time and the temperature required to kill them will depend on the type of bacteria and the food involved. They are normally killed in 1-2 minutes in boiling water, unless they are able to form spores.

If the temperature of the food is decreased from 37°C to 10°C the bacteria will continue to multiply but the rate of multiplication will slow down as the temperature decreases. Bacteria is not killed by lower temperatures, they will lay dormant. Food poisoning bacteria will not grow between 1-4°C. Therefore food is safe to be stored in the refrigerator at these temperatures, however some spoilage bacteria are able to grow at a slower rate.

Food Classification

It is important to know the different food classifications to appropriately handle and store different food types. The classifications are:

- **Stable/ Non Perishable:**

Food which are too dry, too acidic, too sweet, too salty or contains too much alcohol for bacteria to live e.g. flour, vinegar, pickles sugar

- **Semi- Perishable:**

Food that don't need to be kept in the refrigerator, but will go off e.g. root vegetables, bread.

- **Perishable (high risk food):**

Food which contains a lot of water and food for bacteria to live on, this means they must be kept in the refrigerator to stop bacteria growth or spoilage. E.g. meat, fish, milk/milk products, fresh fruit and vegetables.

- **Cooked:**

Food that has had raw composition changed through a method of cookery, in most cases food is cooked on the inside to 75°C.



- **Uncooked:**

Food that is at its raw state i.e. food that has not been cooked.

Personal Hygiene

Uniforms:

All staff who are in contact with food must wear clean clothes every day. The standards are outlined below:

Head: Long hair must be tied up or the head covered with a hat

Apron: A freshly cleaned apron must be worn every day.

Shoes: Shoes must be kept clean and not be worn for any other purpose i.e. Gardening.

Washing Hands:

There is one washing basin provided in the kitchen for washing hands. This is to be used by anyone who enters the kitchen as specified below. Staff wishing to enter the kitchen must on entry rub their hands with antibacterial gel and then not touch anything outside the kitchen before entering. Staff must then wash their hands thoroughly with soap and water before touching food to help prevent cross contamination.

General Daily Hygiene Routine:

- Freshly cleaned clothing everyday
- Fingernails kept short and cleaned. No nail varnish.
- Remove rings and watches before preparing food.
- Cover cuts and burns, wear a glove over band aids
- Do not use your fingers to taste food and always use a clean spoon

Cross contamination/ handling: food, equipment & utensils

Cross contamination occurs when bacteria from a contaminated source is transferred to uncontaminated food. Good hygiene, cleaning and handling techniques must be followed to prevent this. Even when your hands are washed they will still carry bacteria. It is important to use equipment in a way that minimises handling on the food contact surface.

Causes:

- Chopping boards used for two sources of food without washing it in-between
- Use of knife or utensils without washing between uses
- The hands of the food-handler not being washed between preparing different types of food.
- Incorrect positions of food in the refrigerator

Preventions

- Handle plates by the outer rim or under surface; cups by the handle; glassware by the base or stem, cutlery and cooking utensils by the handle
- Remove and destroy cracked or chipped crockery, glassware, or kitchen utensils. They can harbour germs in the cracks or chips
- Use appropriate equipment to pick up food, NOT your hands.
- Use spoon for tasting, and wash it after each use. Do NOT use your fingers.
- Ensure that all utensils and cooking equipment is clean before use.
- Store food appropriately
- Wash hands frequently and after doing each task

Storage

Food deliveries

Care must be taken at the point of delivery, when shipments are received. It is the Suppliers obligation to ensure that the food is kept clean and protection from contamination, and to ensure all the food hygiene processes have been followed strictly. However, all deliveries must still be inspected by the cook or nominated person. They are to check for quality, quantity and weight, best before dates on packaged foods, temperatures of chilled or frozen foods, damages i.e. dented tins, freezer burn or pest infection, dirty or damaged food containers, food should be covered – especially meat and fish, at correct and relative temperature.

All returns and stock damage must be logged into the Food Safety Variance Record. On delivery food must be stored immediately in the appropriate location after checked.

Dry Store

In the dry store areas the FIFO (first IN first OUT) method must apply at all times, therefore new stock must go behind or under existing stock. Ensure that all stock has use by date labels. If not, put a date on the container indicating when you placed it on the shelf. Note all items must be in sealable containers.

Containers provided for sugar and flour etc must be covered with the supplied lids at all times. Only when items have run out should they be taken from the original packaging and refilled with dates refilled on.

The dry store must be kept dry and free from clean materials and nothing should be stored on the floor, it must be at least 15cm off the floor on a slatted surface. Otherwise all items must be kept on the shelves.

Items to be stored in dry store:

Vinegar	Canned Food	Sugar	Unopened Spreads
Mustard	Pasta	Flour	Dried Noodles
Seasonings	Dried Herbs & Spices	Rice & Other grains	
Cooking Liquids (expect fresh stock)	Plastic Wrap	Oil & cooking spray	

Fruit & Vegetable Storage

Fruit and Vegetables are perishable, some faster than others. It is important to store each correctly. Vegetables which are stored in the chiller need to be washed before use. Salad items and soft fruits are to be stored in the refrigerator in the area specified. Any items to be stored in the chiller should be stored below 5°C.

There is an area in the dry store specifically allocated to fruit and vegetables that do not require refrigeration. The fruit must be kept in wire baskets.

New stock must be behind old stock so that old stock is used first to decrease spoilage. Inspect fruit and vegetables regularly and discard any that show any sign of spoilage.

Refrigerated Storage

To prevent the growth of bacteria in high risk food, they need to be stored between 2- 4°C. All food must be well covered and any hot cooked food must be put in a shallow container to promote rapid cooling before placing in refrigerator. Meat and prepared food must be placed in refrigerator immediately on delivery.

To prevent cross contamination areas have been allocated to specific food as follows:

Top left shelf- Milk

Top shelf right- Yoghurt

Second shelf down left – Cheese

Second shelf down back right- Packaged ham

Second shelf down front right – Olivani

Third shelf down- extra vege/ fruit that will not fit in the vege and fruit compartment and cooled cooked items. Extra milk to the right

Bottom shelf- uncooked meats

Fruit and vege compartment- Fruit to the left, vege to the right.

Door top shelf – Butter of the left then spreads

Door second shelf – condiments

Door bottom shelf- Milk's

Temperature of refrigerator to be checked daily - the opening teachers are responsible for this as part of the daily hazard check.s. If the temperature is above 4 degrees celsius you must tell the Head Teacher immediately and record in the Hazard Register AND the Food Safety Variance Record.

Freezer Storage

On delivery frozen food must be placed in freezer immediately. The temperature must be kept at -18°C, which must be checked regularly. Items must be covered well to prevent freezer burn and labelled to clearly identify what it is and when it was placed in the freezer.

Always store the new items below the current stock and ensure that raw food is kept to the side separated from the area with cooked foods.

Do not place hot or warm food into the freezer as this will raise the temperature. The temperature will also rise in the freezer if overloaded packed tightly as air flow is prevented to keep stock frozen. If there is ice build-up the freezer it will need to be defrosted to ensure it is working properly.

Storage Summary

The following temperature are the standards set for food safety

Refrigerator/ Chiller: 2-4°C

Freezer: -18°C

Dry Store: 8-10°C

Preparation

Defrosting

As soon as food starts to thaw, the bacteria will start to grow again. It is important for the defrosting to happen in the shortest amount of time possible. There is a number of ways this can be done, although the most suitable for the product must apply.

Methods in which foods can be defrosted:

- Defrost in refrigerator. This will take the longest out of any method for example chicken may take up to two days to defrost.
- Microwave. The microwave is the shortest method; however this may damage the food in the process. Be sure to follow the recommended guidelines and protect food if necessary.
- Under running cold water. The running water is warmer than the frozen product and this will help defrost the product. The water must be running in order for this to work.
- Defrost as part of cooking. Often frozen good such as chips are defrosted as part of the cooking process. This is acceptable however temperatures of the food must be checked so that they can meet required temperature.

Prevention of choking hazards

- All food is prepared inline with Ministry of Health rules and recommendations please see “Reducing food related choking for babies and young children at early learning services” document.
- Daisies maintains the necessary kitchen equipment to be able to implement MOH rules, ie, mandolins

Prevention of contamination throughout preparation

To prevent contamination during food preparation the following points are recommended:

- Use separate equipment for different types of foods i.e. Separate cutting boards for raw food than for cooked foods.
- Use separate areas for preparing vegetables and meat.
- Wash all fresh fruit and vegetables in cold running water
- Keep frozen items in the danger zone for a minimum amount of time. Either cook it immediately or put it in the refrigerator until required.
- Prepare high risk foods just before they are ready to be cooked
- Clean and sanitise all work surfaces and equipment immediately after use.
- Clean up spillages as they occur.
- Wash hands frequently and thoroughly and between tasks

Prevention of contamination throughout cooking

To prevent contamination during cooking the following points are recommended:

- Always use clean equipment
- Wash utensils and cooking equipment immediately after use
- Cook poultry, fish and meat thoroughly. This will be checked each time high risk items are cooked such as lamb, chicken and fish. Chicken specifically will be checked that it reaches 75 °C when cooked.
- When cooking stews and gravies, stir frequently and keep the lids on the pans. Use a number of smaller pans rather than one larger one if you can.
- Do not handle cooked food with utensils that have been in contact with raw foods
- When reheating foods ensure that reheat temperature reaches 65°C and is heated in the quickest way possible. Food is to never be reheated more than once.

Cooling Food

Food being cooled after cooking must be done so in the shortest amount of time to reduce its time in the danger zone thus reducing the risk of bacteria growth. Once food is chilled to 5°C or below, bacteria will stop growing. At Daisies we primarily do this by placing cooked kai immediately in the fridge.

Serving

Once food starts to cool it will enter the danger zone where bacteria can grow. Once food is reheated for service it must be served immediately. Teachers are responsible for checking reheated food reaches 65 degrees celsius before serving.

To prevent any cross contamination or bacteria growth during service the following need to be done:

- Carry equipment correctly to prevent hands coming into contact with food surfaces
- Carry cutlery in a clean cloth or on a tray
- Touch food as little as possible after cooking
- Do not use any cracked or damaged cutlery, crockery or glassware.
- Handle plates by their rims or their under surfaces.

Cleaning, Pest Control and Maintenance

Cleaning Agents

All cleaning agents such as detergents and sanitizers must be stored away from food in the cleaning cupboard at all times to prevent cross contamination. At all times follow the directions of the labels and use appropriate amount for the job.

Cleaning Equipment

Cleaning equipment must be kept clean and stored in the cleaning cupboard.

- Mop Buckets: Rinse out immediately after use and allow to drain.
- Wringers: Run clean water through, open wringer and allow to dry.
- Brushes & Mops: Wash thoroughly in fresh hot detergent water after use, rinse in hot running water, dip in sanitiser. Shake and hang to dry.
- Cloths & Rags: Rinse out and place in laundry to be cleaned.

Cleaning

Regular cleaning is required to control the spread of bacteria and help control pests. A cleaning schedule is in place to ensure that all equipment and areas are cleaned frequently. The Cook must ensure that this is carried out according to plan.

Daily Cleaning Schedule

.The kitchen has a clean as you go policy. This is an important policy and must be considered at all times.

It includes:

Clean up spills as soon as they happen

Clean all surfaces and equipment that comes into contact with food after every use

Clean all surfaces regularly if they are in regular use, and before using for food preparations

Wash hands thoroughly and often

Putting away what you have used or putting scraps/rubbish in the bin

Pest Control

Pest spread bacteria and it is important to reduce the risk of infection. To maintain a low risk of infections the following needs to be done:

- Seal cracks and openings
- Make sure that windows and doors fit tightly
- Store dry goods in pest proof containers store away from walls and off the ground

- Follow effective stock rotation procedures to ensure that old stock does not provide a breeding ground. Carry out regular cleaning
- Wipe up all spills and food particles immediately
- Remove all waste from premises and keep covered at all times
- Clean and disinfect bins regularly

Equipment Maintenance

All equipment is regularly checked to ensure safety in the kitchen, however should anything break or fail to work or look hazardous please report all broken equipment or repair requirements to the Cook or Head Teacher. This also must be recorded in Food Variance record book.

Stock ordering

Stocking ordering is carried out on a weekly basis for fresh produce, meat and non-perishable items and as required when items run out.

Every week the cook will do a stock take of the items required and orders these items from the respective supplier. Should we run out during the week or the last item is used, write this down on the shopping list.

The following are our current suppliers:

Meat Direct: Chicken and Meat

Countdown Online: for the delivery of general produce and non-perishable items, fresh fruit and vegetables.

Countdown in store: for needs during week such as fresh bread.

Menu & Menu Changes

Menus are seasonal and ingredients such as fruit and vegetables are subject to product availability and substitutes will be introduced to maintain the nutritional value for each meal. Each menu runs for 6 months and is released at the beginning of spring and autumn, the new menu will be available for review four weeks prior to it commencing.

Recycling, Compost, Worm Farm & Scraps Bin

Recycling

At Daisies we recycle as much as possible. In the kitchen at 5 Earp St there are 2 recycling bins. One is for plastic and metal black bin and is to be emptied in the bin outside the front of Daisies when full. We also have a blue paper/cardboard recycling bin, and once full needs to be emptied into the bin outside the front of Daisies, 5 Earp St. Please ensure to read recycling labels to correctly dispose of recycling. All glass recycling is thrown into the bin outside or used within the centre. If the packaging is going to be reused within the centre for art or play, please be aware of allergies e.g. egg cartons.

Compost

In the kitchen we have a compost bucket which is labelled with what you can put in it. We ask that you please **do not** put in any meat or cooked food. This needs to be cleaned and emptied regularly.

Worm Farm

We have a worm farm which is fed by the teachers and children using fresh food scraps. Worms are unable to digest certain things. There is an outline on what they can eat kept in the kitchen.

Scraps Bin

We currently have a scraps bin which is located next to the kai trolley. This is for our scraps that are leftover from children's lunches or any other form of scraps that can not go into the compost bin. The scraps bin lid and surface area must be cleaned after every lunch period. This is emptied daily at the end of the day and its surface area needs to be cleaned afterwards to ensure the prevention of pests.

Established: January 2017

Reviewed: March 2022

Next Review Date: July 2024

Kitchen Cleaning Schedule			
What	When	Who	How
Floors –Kitchen	Daily – at the end of day	Cleaner	Solution of detergent and hot water, mop, bucket. Rinse with fresh water
Work surface	After completion of prep	Cook	Solution of detergent and hot water
	Twice Daily (Between service)	Cook	Scrub down and sanitise
Rubbish Bins	On Emptying	Cleaners	Empty & Clean with detergent andsanitiser
Dishwasher @ 3 Earp St	Weekly	Cook	Remove filter and flush out with running water
Steriliser @ 5 Earp St	Nightly	Kaiako	Drained all water to be refilled fresh the following day.
Sinks	Daily after use	Cook	Clean with detergent and sanitiser
	Daily	Cook	Scrub down at the end of day with detergent and sanitisers
Oven	Monthly	Cook	Cool oven, wash surfaces with warm detergent water and stiff brush. Remove racks and shelves and wash. Clean inside oven. Wipe down heat control
Range	After use	Cook	Cool. Remove burnt particles and food with water and detergent.
Hoods and ventilators	Weekly	Cook	Remove and clean in dishwasher
Refrigerator	Weekly	Cook	Remove food from shelves. Clean inside and out with detergent and sanitiser.
Microwave	Twice Weekly / when required	Cook	Wipe inside and out with warm water and detergent.
Dry Store	Second Weekly	Cook	Remove items from shelves and wipe down shelves and walls with sanitiser and detergent.
	Weekly	Cook	Wipe down all storage containers
Walls	Daily	Cook	Wipe down all walls
Light Switches	Weekly	Cleaner	Clean with detergent to remove bacteria
Cupboard Doors	Weekly	Cook	Clean with liquid hard surface cleaner to remove grease
Door Handles	Daily	Cleaner	Clean with sanitizer
Wash hand basin	Daily	Cook	Clean with detergent and sanitiser
Chopping Boards	After Use	Cook	Remove food scraps and rinse with water. Wash with hot water and detergent. Air Dry and wash hands before putting away
All Utensils	After use	Cook	Remove food scraps and rinse with water. Wash with hot water and detergent. Air Dry and wash hands before putting away
Kai Dishes/ All dishes used	Before Loading into Steriliser & Dishwasher	Cook/ Kaiako	Hand wash with dish liquid and warm water before placing in dishwasher or steriliser, or food will be baked on.

Health and Safety Policy

Te Whāriki (2017): *Well-being/Mana Atua: Children experience an environment where their emotional well-being is nurtured and they are kept safe from harm.*

Education (ECS) Regulations 2008, Part 2, 45 Premises and facilities standard: general (1), 46 Health and safety practices standard (1-2), 57 Health and safety of children (1-2).

Licensing Criteria for Centre Based ECE Services: PF2, PF3, PF4, PF5, PF6, PF7, PF8, PF10, PF14, PF18, PF19, PF20, PF21, PF22, HS1, HS2, HS3, HS9, HS10, HS11
Health and Safety at Work Act 2015

Purposes

To promote excellence in health and safety management. To ensure children, staff and others at Daisies Early Education and Care Centre (“Daisies”) are in a safe and healthy environment, but not one that is unnaturally sanitised. To ensure effective procedures are followed to maximise hygiene and minimise spreadable infections. To identify and control actual and potential hazards. To protect children and adults from avoidable hazards and minimise accidents. To comply with legal and organisational obligations.

Responsibilities:

Owners and Head Teachers are responsible for providing and maintaining:

- A safe working environment
- Safe systems of work that prevent accidents and cases of work-related ill health by managing health and safety risks in the workplace
- Equipment in a safe condition
- Facilities for the welfare of all staff
- Engagement and consultation with employees on day-to-day health and safety conditions
- Clear instructions and information, and adequate training, to ensure employees/contractors/working volunteers are competent to do their work safely and with regard to health.

Staff are responsible for:

- Ensuring their own personal health and safety, and that of others in the workplace
- Complying with any reasonable directions given by management for health and safety (such as work procedures, wearing personal protective equipment)
- Participating in health and safety training and ensuring they know, understand and implement all health and safety policies and procedures.

All people who are regular visitors to the centre (e.g., student teachers, regular tradesmen) are expected to:

- Be familiar with Daisies’ health and safety policies
- Report any hazards, incidents or accidents they see to Head Teachers.

Procedures

Health and Safety Coordination

Daisies has a teacher who is designated as the Health and Safety Coordinator. The Health and Safety Coordinator is responsible for the First Aid cabinet, ensuring that it is replenished before items are used up, and monitors that accidents and injuries are recorded.

All staff check the environment for hazards and, identify and assess risks for both adults and children while working in the environment daily, both indoors and outdoors.

Any staff who has identified a risk has a duty to take *reasonable care* and is required by the Health and Safety at Work Act 2015 (HSWA 2015) to take immediate actions to manage and/or eliminate the risk when and where possible. Staff need to record this in the Hazard and Risk Management Register.

Toilet and hand-washing and hygiene

The bathrooms for tamariki have been designed to foster independence; for example, competent tamariki can climb up to the nappy change area via in-built steps when an adult is there with them. This also helps teachers' backs as lifting toddlers is reduced. It is visible both from the children's play area and from the office.

There are three warm-water taps and two soap dispensers over the hand-washing trough in the children's bathrooms. All young children will wash their hands with soap after every visit to the toilet and prior to eating food. Toddlers will be assisted to wash their hands after each nappy change and prior to eating food. Babies and toddlers will be assisted to wash their hands with a warm clean flannel before and after each meal or snack time. The flannel will go into a container for washing immediately after a child has used it.

Nappy changes will primarily take place in the children's bathroom. Exceptions to this are water play in koromiko and excursions. Nappy changing areas will be wiped with bleach solution after each nappy change. Disposable gloves will be available for adults to use during nappy changing. Adults will wash their hands after helping any child in a nappy changing or toileting routine. Used disposable nappies will be put in a container that is emptied at least once during the day. Used washable nappies will be stored in a separate bucket in the cupboard under the change table and washed daily. Each child will have their own named washable nappies if their parents choose that option.

Children needing to be showered can be assisted by adults, showering them in the adult sink in the children's wharepaku or in the shower in the bathroom as applicable. Gloves are available for use.

Cleaning buckets (used by staff or the cleaner) will not be emptied into any sink used for hand-washing or food preparation. This includes the art sink. Instead such containers will be emptied into a toilet, an outside drain or the laundry sink. As much as possible, all cleaning products used will be environmentally friendly.

Linen, and sleeping apparel and changes of clothing used by children will be hygienically laundered regularly. Nappies laundered at Daisies will be hot washed at the minimum temperature of 60°C in a load separate from other items of laundry. To maintain hygienic practices other items to be laundered are also intentionally grouped together as follows, Kitchen cloths & face cloths & bibs, Art washing & floor towels/cloths, children's clothing & body towels, soft material resources, bedding.

Soiled clothing or linen that are caused by illnesses, e.g. diarrhoea or vomiting, will be hot washed at the temperature of 60°C in a load separate from other items of laundry. To avoid the spread of illness, any remnants on hard floors will be cleaned with bleach solution. Carpet/rugs will be immediately washed with hot soapy water (or with bleach solution if possible), and, when practicable, will be professionally cleaned by the cleaner at the end of the day. Adults must wear disposable gloves when cleaning up.

All play objects and materials will be cleaned regularly with warm soapy water. This will be guided by an inventory of resources and a cleaning schedule. In cases of outbreaks, e.g. gastroenteritis, play objects and materials will be cleaned as soon as possible to avoid further spread of illness. Cane baskets will be removed from the play space in case of outbreaks.

Hazard identification and minimization

Any hazards and risks identified and reported by adults and/or children will be managed/eliminated as quickly as is practicable. It is **all staff member's** duty to take *reasonable care* (HSWA 2015) and responsibility of managing and/or eliminating risks and hazards when and where possible.

The Licensee holds the *primary duty of care* (HSWA 2015) for, and manages risks to, so far as is *reasonably practicable* (HSWA 2015), the health and safety of all children and adults arising from the work of Daisies.

It is the Head Teacher's duty to exercise *due diligence* (Health and Safety at Work Act 2015) to ensure Daisies complies with legal and organisational obligations. The Head Teacher has overall responsibility, involving the Licensee as necessary, for ensuring there are robust systems and processes in place to ensure all children and adults' health and safety whilst at Daisies.

Each kaiako holds responsibility for hazards found within the centre until such time as it is resolved or they pass the issue on to the Head Teacher, or owners for further resolution. Each morning a kaiako scans the centre for hazards using the hazard checklist. This is then ticked and signed off at the end of each week. If anything is found in this check that the teacher cannot resolve immediately themselves they pass this information onto the Head Teacher or Person Responsible for the day.

There is a hazard management register in which notable hazards are recorded, this contains information such as date found and location of hazard as well as noting down what was done to remedy this and if any further work needs to be done. It is also noted when management of the hazard is passed onto the Head Teacher.

In circumstances where resolving a hazard may take major re-works or have a large financial impact the Head Teacher then passes this onto the Co- Owner of Daisies Rachel Denee and Linda Meade this is also noted in the register. If a hazard poses a large and immediate risk to tamariki and cannot be resolved

immediately the tamariki will be kept away from said hazard until such time as it can be fixed or removed.

There are no toxic plants in the Daisies outdoor environment, and new plants will be checked before any are added to the garden.

The sandpit should be raked every morning to remove any animal droppings or dangerous objects that might be present. If found, animal droppings will be collected with a rake and sieve kept for that purpose and disposed of in the same bin as disposable nappies. If found, dangerous objects will be disposed of in the centre rubbish as appropriate. Every evening, the sand pit should be raked to create track marks, ensuring that any foreign objects will be easily spotted in the morning. A thorough rake-through of the sand will be done on Monday mornings. The Te Purapura sandpit has sunshade to help protect our youngest children from too much exposure to the sun in spring, summer and autumn.

Entry and egress is via the front door into the hallway and then into the children's playrooms. The front door at Te Purapura has a sprung hinge that shuts the door, minimising the risk of children passing through and leaving the premises without adult knowledge. The front door at Te Pihinga has a keypad entry at adult height to open it. The gate on the driveway to the back outdoor area is secured by bolt above child level. There is a 2-metre high fence surrounding the outdoor area.

A special fire window that shuts automatically in the event of heat from any fire in the house at No 3 Earp St has been fitted to the sleeping room at Te Purapura. Wired-in smoke detectors are part of an integrated fire alarm system to alert occupants to any fire. (For further information about managing hazards in emergency situations, refer to the Emergency policy.)

Cleanders are stored in cupboards in the laundry and kitchen, areas not accessible to children. Laundry and kitchen doors will be kept closed at all times. Cupboards fitted with childproof locks are used for art supplies that are harmful for children.

The First Aid cupboard kits are kept at a height that children cannot reach, in the bathrooms and kitchens.

Daisies' hazard control and risk management plan for outings into the neighbourhood will be routinely used for local walks. Staff will ensure that pedestrian crossings are used wherever available. As there are traffic density issues in Frankmoore Avenue at the times when school children are dropped off and collected from St Brigid's School during term time, Daisies will try to avoid taking walks along these streets at those times. Planning for each excursion beyond walking distance will include hazard control and risk management for the journey and whilst at the destination/s (see the Excursions policy).

Injury/accident procedures

Child injury/accident

Education (ECC) Regulations 2008, Part 2, 46 Health and safety practises standard (1-2), 57 Health and safety of children (1-2); Health and Safety at Work Act 2015

The adult who witnesses the accident or is first on the scene is to stay with the injured child and begin first aid (if certificated), or call for a staff member who has a current First Aid certificate. A portable First Aid kit will be taken on excursions.

An ambulance is to be called by **phoning 111** in the event of a serious injury/accident. A serious injury includes but is not limited to child loses consciousness, ingests poison, has an asthma attack that does not respond to medication, gets a burn larger than the palm of their hand or a severe scald, is bleeding from an artery, suffers a serious fracture or dislocation, or has a severe allergic reaction. A parent is to be called immediately afterwards.

For injuries to the head, the adult is to respond according to their first aid training. If the injury is considered serious, an ambulance is to be called and a parent be notified immediately by a staff member. If not, a parent is to be notified and a staff member who has a current First Aid certificate will monitor the child closely for any delayed symptoms.

If the child needs to go to the doctor, a teacher who holds a First Aid certificate will accompany the child. (As Daisies operates with above-minimum ratios, legal ratios will be maintained at Daisies.) An ambulance is to be called for any accident deemed to need hospital treatment.

For minor injuries, the adult will reassure and comfort the child, and also encourage the child to hold the ice pack/cold cloth and resume activities soon thereafter.

All accidents to children are to be recorded in the Daisies Accident and Illness Record. A page will be filled out for each accident, noting the child's name, the date and time, the nature and seriousness of the accident, any actions taken, and the name of the teacher making the record. The accident and Illness register is audited to identify any common areas of incident, this occurs at least every 6 months or as a booklet finishes whichever comes first.

All serious accidents are to be reported to the Head Teacher (or a Person Responsible in her absence) and the Ministry of Education.

Parents are to be notified of all accidents, immediately if the injury is serious and by the end of the day if the injury is less serious. Parents must sign the Accident and Illness Record upon pick up of their child.

If a hazard contributed to the accident/injury, it will be managed and/or eliminated as soon as possible.



Adult injury/accident

Education (ECC) Regulations 198: clause 25 and 28[5][6]; Health and Safety in Employment Act 1992;
Health and Safety at Work Act 2015.

A staff member who has completed a First Aid course will stay with the adult who is injured (unless s/he is alone and needs to go to the phone briefly to call for help) and respond according to their first aid training.

An ambulance is to be called by **phoning 111** if an adult loses consciousness, ingests poison, has an asthma attack that does not respond to medication, gets a burn larger than the palm of their hand or a severe scald, is bleeding from artery, suffers a serious fracture or dislocation, has a severe allergic reaction, or exhibits the symptoms of a heart attack or stroke.

The named emergency contact on their personnel file is to be called immediately after the ambulance is called.

Children will be moved from the place where the injured or severely-ill adult is being treated, and given reassurance. Parents of any children who were upset by the adult's injury or severe illness will be informed so that they can continue to give comfort to their child.

All accidents are to be recorded in the Accidents Register (noting the adult's name, the date and time, the nature and seriousness of the accident, and any actions taken).

All serious accidents are to be reported to the Head Teacher (or a Person Responsible in her absence).

If a hazard contributed to the accident/injury, it will be managed and/or eliminated as soon as possible.

The Head Teacher will discuss sick leave arrangements and assist with time off for appointments for X-rays and/or treatment for the injury.



Notifiable Events

A notifiable event is any of the following events that arise from work:

A death

A notifiable illness or injury (All injuries or illnesses that require (or would usually require) a person to be admitted to hospital for immediate treatment are notifiable.) or

A notifiable incident. (A notifiable incident is an unplanned or uncontrolled incident in relation to a workplace that exposes the health and safety of workers or others to a serious risk)

Further information about notifiable events are found on:

<https://www.worksafe.govt.nz/notifications/notifiable-event/what-is-a-notifiable-event/>

The Head Teacher will report any serious/notifiable injury to children or staff to the Licensee, Ministry of Education and when appropriate, to Worksafe (0800 030 040).

Sun safety

Daisies is SunSmart aware.

Shade is provided in the outdoor area when Summer Time is in effect.

When outdoors – including on excursions - children and adults must wear sunhats between 1 October and 30 April. Daisies encourage children to wear wide brimmed sun hats, or caps with 'flaps' on the side.

Sun-block lotion is provided by Daisies and used according to Cancer Society guidelines. Sun-block is only applied to children under one year of age with written consent from a parent.

Parents are to bring their child's own sun-block lotion should the one provided by Daisies is deemed (by parents) insufficient for their child.

Daisies also encourage children to wear tops with sleeves, e.g. t-shirts, for best sun protection. Sun-block lotion is applied to any exposed skin, including behind the ears, neck and shoulders.

Children who refuse to wear a sunhat or have sun-block lotion applied will be asked to stay indoors.

Related policies:

- **Nappy-changing and toileting policy**
- **Illness policy**
- **Sleep policy**
- **Emergency and civil defence policy**
- **Excursions policy**

A copy of this policy is given to parents/guardians upon enrolment. The enrolment form is signed by the parent/ guardian to attest that they have read this policy.

Plan for a pandemic/epidemic event:

Daisies will be guided by the Ministry of Health during a pandemic. The Ministry of Health can declare a pandemic event and will provide advice and guidance about this. The Ministry of Health's Medical Officers of Health will be our key external contact in a pandemic event. They work as part of the region's response coordination team. They will provide leadership, direction and guidance on whether to remain open, close or reopen, in association with the Ministry of Education.

Daisies local district health board is: Capital and Coast District Health Board, # 04 3855999

During an event, the pandemic manager needs to ensure that there is a safe working environment for those that remain and that those who are affected are supported during their recovery.

At Daisies the pandemic managers will be the Head Teachers of each whāre.

PROTECT CHILDREN, FAMILIES AND STAFF:

To minimise illness among children, families, staff and visitors Daisies will promote good hand washing, cough and sneeze etiquette, and follow Health advice about keeping any specific individuals away.

Daisies pandemic managers will regularly check for updates on the Ministry of Health website.

Daisies will utilise the Ministry of Health website which has resources that might be helpful in promoting good hand washing practices. They suggest the following:

Recommended technique for good hand hygiene practice:

- Wet hands, preferably with warm water and apply liquid soap
- Rub hands vigorously together and rub all areas
- Wash for 20 seconds (about the same time as it takes to sing Happy Birthday)
- Rinse well and dry hands thoroughly:
 - **20** seconds by paper towel (2 towels 10 seconds on each towel)





ENSURING A CLEAN ENVIRONMENT:

Daisies will maintain a clean environment to prevent the spread of illness. Ventilation and regular cleaning practices will be increased in frequency following an outbreak.

Daisies teachers will carry out extra cleaning during a pandemic and the regular evening cleaners will be contacted and asked to use a diluted bleach solution for all cleaning.

Viruses are inactivated by alcohol and by chlorine. Cleaning the surface with a neutral detergent followed by a disinfectant solution including chlorine is recommended. Surfaces and handles that are frequently touched with hands will be cleaned often, preferably daily.

COMMUNICATE WITH STAFF, CHILDREN, PARENTS/WHĀNAU/ COMMUNITY:

Daisies will keep our community regularly informed about what our early learning service is doing, how it is prepared and any expectations we may have. For example: keeping unwell children at home, leave arrangements for staff, good hygiene practices, regular and thorough hand washing and/or hand sanitising, safest cough and sneeze practices/ habits.

We will immediately cease all non-essential activities that are likely to expose children or staff to greater risk. This includes excursions when public health measures cannot be maintained (i.e. physical distancing etc). All non-essential visitors should be politely asked to stay away. This includes relatives other than those doing drop offs and pick-ups.

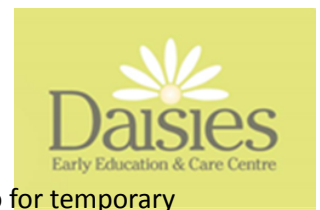
Storypark will be our main means for communicating with and updating parents and staff throughout a pandemic.

MAKE SURE KEY INFORMATION IS ACCESSIBLE:

Daisies pandemic managers will ensure we have to date contact information for:

- Parents/whānau/caregivers,
- An emergency contacts list for staff and owners,
- The different media that the public can access to receive situation updates.
- Electronic and/or Paper copies of this information will be available at Daisies. Staff contacts can be found on Storypark.

IDENTIFY ROOMS OR AREAS WITH AMENITIES:



The teachers' office in both houses will be used as an area where sick individuals can go for temporary isolated care.

PLAN FOR STAFF ABSENCES:

Daisies pandemic managers along with Daisies owners will decide what activities need to be maintained to remain functional and what activities can be suspended during staff absences

PLAN FOR CLOSURE:

All education providers will need to take direction to remain open, close or reopen by local Medical Officers of health or their designees (such as Ministry of Education), the Ministry of Health or Police.

The co-owners of Daisies will make choices/ decisions about opening hours, attendances and related matters based on staffing and supervision concerns due to staff absences.

PLAN FOR RETURN:

Daisies pandemic managers will plan to facilitate and encourage the return of children, families and staff once they are better or at the end of their stay away period.

All individuals who are no longer ill or potentially ill will be welcomed back and supported with their return to the service.

Date Reviewed: February 2024

Next Review Date: February 2025



Home-care Policy

Te Whāriki (2017): *Well-being/Mana Atua: Children experience an environment where their emotional well-being is nurtured and they are kept safe from harm. Belonging/ Mana Whenua: Teachers and parents/whānau know the limits and boundaries of acceptable behaviour.*
Education (ECC) Regulations 1998: 27 (2) (b).

Rationale

Daisies acknowledges that some families do not have relatives or friends living close by to help them with the care of their child(ren) outside of centre opening times. However, Daisies does not take responsibility for happenings outside of the premises, and outside of Daisies opening hours. Privacy for the Centre owners, staff, families and children must be maintained during a home-care (babysitting) arrangement;—It is imperative that no inappropriate conversation about Daisies or Daisies people happens while a Daisies employee is providing private home-care. The Daisies teachers are valued and respected as professionals. Daisies teachers work very hard during the week and are completely justified if they want to protect their time away from Daisies as non-work time.

Purpose

To ensure the clear distinction of roles between the professional teacher at Daisies, and home-care arrangements, when a Daisies teacher is privately employed by an enrolled family of Daisies. To ensure parents/ whānau, and teachers maintain confidentiality and professional distance during a home-care arrangement.

Procedures

First and foremost, teachers have the right to refuse to care for a child outside of Daisies, without being questioned or challenged.

Teachers who do choose to work privately for families outside of centre hours must not allow this to affect their primary job. The Head Teacher will be called on to decide if this is the case.

Parents/whānau of enrolled children wishing to ask for teachers' private home-care employment outside of working hours must read and understand this policy before arrangements are made. The parents/whānau and teacher involved must sign a copy of this policy, and it is to be attached to the child's enrolment form.

Signed permission is to be obtained if teachers are required to take a child out of the centre under a private home-care arrangement. This permission must state where and when the child is to be taken, by whom, and that Daisies accepts no responsibility for this arrangement.

Teachers are not allowed to talk about home-care jobs at work, and all arrangements must be made outside of the teacher's work hours. Teachers may offer to ring the parent/s or to be called at home, or offer to talk to the parent/s when the teacher's shift is over - out the front of Daisies, not inside.

Parents/whānau are not to discuss any Centre issues or concerns with a Daisies teacher while that teacher is privately caring for children outside of Daisies. Please refer to the Complaints Procedure Policy if necessary.

Under no circumstances will unprofessional or inappropriate information sharing be tolerated.

Daisies will not be held accountable for any issues that may arise from home-care work outside the centre.

Daisies Staff Member:

and

Parent/Caregiver:

of Child:

Signature:

Signature:

Agree with and will abide by the procedures set out in this policy.

Date:

Date Reviewed: July 2022

Next Review Date: July 2025

Illness and Immunisation Policy

Te Whāriki (2017): *Well-being/Mana Atua: Children experience an environment where their health is promoted; they are kept safe from harm.*

Licensing Criteria for Centre Based ECE Services: HS24, HS25, HS26, HS27, HS28, HS29
Health (Infectious and Notifiable Diseases) Regulations 2016
Health (Immunisation) Regulations 1995

Purposes

To ensure children are provided with a healthy environment at Daisies; to prevent the sharing of illness whenever possible; to prioritise the comfort and well-being of ill children; to work in partnership with parents/ caregivers to ensure best practice for child health in a group care situation; to ensure accurate records are maintained about the immunisations of the children at Daisies; to keep parents informed about child health issues and immunisation. Teachers are required by the Education (ECC) Regulations 2008 to take action in health emergencies.

Rationale

During the time children are with us there may be occasions when they will be affected by illness. This may mean that a child would be unable to attend the centre. Time away from the centre will allow the child to recover and will also protect the health of the other children, families and teachers. We acknowledge that this can place parents/ caregivers under extra pressure.

We are guided in our decisions regarding illness by:

- Education (ECC) Regulations 2008 which require us to take appropriate action when a child is unwell.
- Recommendations from the Regional Public Health – ph (04) 570 9002, and/or Healthline – ph 0800 611 116
- COVID Pandemic laws, regulations and guidelines applicable to early learning services.

Procedures

Illness

Communication and Consultation

We invite parents to discuss any concerns they may have about their child's health and well-being with the Head Teacher or another permanent teacher at any time. If a parent is worried that their child may be unwell, the parent should share this information with the teachers when arriving at the centre. This means that the teachers can be vigilant and alert to any changes in behaviour or signs of illness and can respond to the child's needs promptly. If the teachers have any concerns about any child's health and well being while they are in Daisies' care, they will discuss this with the parent as soon as possible.

Parents and teachers share the responsibility for creating a healthy centre environment that will protect and nurture children.

Parent/ Caregiver Responsibilities:

- Provide the centre with up-to-date emergency contact numbers.
- Adhere to COVID policies and procedures, including notifying Daisies if a family member or close contact tests positive for COVID-19

- Discuss concerns about children's health with teachers at the centre.
- Let teachers know if you have administered medicine to your child during the night or prior to arriving at the centre.
- Collect child from Daisies within one hour once notified that they are too unwell to stay.
- Sign the Accident and Illness record when they pick up their child who is unwell whether they come early or at the end of the day.
- Allow your child time to recover before returning to the centre.

If parents/caregivers are worried about their child's state of health, please seek the advice of a G.P. before bringing the child to the centre.

Teacher Responsibilities:

- Adhere to COVID policies and procedures, including notifying Daisies if you need to have/are having a COVID test and/or you or a close contact have tested positive to COVID-19
- Contact parents if there are concerns about a child's health, and possibly ask them to take the child home and seek guidance from a medical practitioner if they too are concerned.
- Put a note on the Tablet for parents to sign the Illness record where relevant
- Children who are unwell will rest in a well-ventilated and warm room away from other children, until they are collected.
- Endeavour to make children comfortable and emotionally supported.
- Administer First Aid when required. Teachers will only administer First Aid if they have a current First Aid certificate or if they are supervised by a teacher who has a current First Aid certificate. *
- Keep good records if concerned that a child may be unwell. Teachers will document in the Accident and Illness Record the child's day detailing any changes in behaviour, symptoms, temperature recordings, food and drink consumption, any authorised medication given. The Accident and Illness Record is kept in the kitchen at both centres. The Accident and Illness Record will be kept for two years.
- Suggest that the parent consults a G.P. for diagnosis and treatment, as needed.
- Seek medical help if a child's illness worsens and a family member cannot pick up the child promptly.
- Obtain up to date health information and advice from the Regional Public Health, (04 570 9002).

*** Please note that Pamol/ Paracetamol/ Ibuprofen are not kept on Daisies' premises for general use. This medication can only be given if it has been signed for by a parent on the Medicine Chart (see below), and it has been prescribed for the child for a specific illness, for a specified period of time, and is labelled with the child's name and a recent date.**

Good Practice Guidelines for Teachers:

- Enquire about the child's health and well being when they arrive at Daisies: did the child sleep well, have they eaten well, are they teething, are there any concerns or anything for teachers to be aware of.

- Be aware of changes in a child's behaviour: a lively child who suddenly seems listless, or a child who may require one to one attention and who is unable to take part in the programme.
- Be aware of children whose sleeps differ from their normal patterns: sleeping much longer, unable to sleep, restless sleep.
- Ensure there is a good ambient temperature and adequate flow-through ventilation in the centre and particularly the sleep room.

In summary, if teachers are concerned about the health of any child at Daisies, they should follow our policy and procedures and recommend to parents/caregivers that they collect their child and possibly seek the advice of a medical practitioner.

Medicine Chart:

The Medicine Chart is kept in the kitchen. Medicine charts will be kept for two years. Medication will only be administered to a child at Daisies when a parent/ guardian has signed off the required information on the Medicine Chart. The required information includes:

- Child's name
- Name of medication
- Amount to be given, and time/s to be given
- Signature of parent/ guardian.

A permanent teacher with a current First Aid certificate will administer medicine to children.

At least one other permanent teacher will be informed before any medication is administered to a child. Teacher who administered the medicine to the child will sign the Medicine Chart once done. Parent/guardian needs to sign the chart when they pick up their child to acknowledge that the medication has been given.

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

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

Specific illnesses indicating that a child should not attend the centre:

- **Diarrhoea:** A general guideline is that no child should attend if they have diarrhoea (at least two loose bowel motions that are not normal for the child; one loose bowel motion if there is an illness going around the Centre), and they should have at least one normal bowel motion before returning to the centre. If the diarrhoea was accompanied by any other symptoms such as fever, stomach pains, nausea, vomiting or headache, that indicates a gastrointestinal infection, the child should stay away until they have been symptom free for at least **48 hours**.
- **Vomiting** in the previous **24 hours**, unless the vomiting was once only and known to be caused by a non-communicable condition. Repeated vomiting suggests an infection, so the child should be taken to a GP for a diagnosis. If the vomiting has been caused by an infection,

or the cause is not known, the child needs to stay away until at least **48 hours** after the last symptoms. A child who vomits at the Centre should be collected by their parents and taken home.

- **Mouth sores** associated with an inability of the child to control his or her saliva unless the child's GP or Regional Public Health or the Medical Officer of Health advises that the child is non-infectious.
- **Rash (with or without fever)** or behaviour change, until a doctor has determined that the illness is not a communicable disease.
- **Respiratory Infections:** A child should not attend if they are coughing or sneezing as the result of an infection such as a cold or have a runny nose that makes it difficult to control the spread of nasal secretions and/or has a negative social impact upon the child.
- **Skin Infections:** A child should not attend if they have open wounds/ sores that cannot be covered either with clothing or bandages to prevent the child from scratching. A child may return providing they have been treated with the appropriate antibiotics, antifungal or anti viral cream for **at least 24 hours**.
- **Conjunctivitis:** A child should not return until there is no discharge present.
- **Head lice:** Parents should collect their child if live head lice/nits are found on their child's hair whilst at Daisies and be treated with appropriate lice buster immediately. A child may return to Daisies after one treatment, on the condition that there are no live lice/nits visibly left on the child's head, and with the expectation that the treatment process will be completed in full.

For any other illnesses, particularly all infectious diseases as specified in Appendix 2 of the Licensing Criteria for Early Childhood Education and Care Centres (2008), Daisies will follow the Ministry of Health guidelines.

All illnesses, especially diarrhoea, vomiting and other infectious diseases must be recorded in the Accident and Illness Record. Parents must sign the Accident and Illness Record upon pick up of their child.

For hygiene, refer to Health and Safety Policy.

Fever and Febrile Convulsions

A normal temperature for a child is 36 -37° C. Temperatures over 38°C are usually regarded as a fever. It is normal for a range of factors including physical activity, strong emotions, high humidity levels and high room temperature to make a child feel hot. In these circumstances a child's temperature will soon return to normal. If it does not return to normal or there is no apparent reason for the child to feel hot this may indicate that the child has a fever.

A child who is unwell with a fever may display other symptoms or may have a change in behaviour. Children with a high temperature will often have several, or all of the following symptoms:

- Clammy skin
- Sweating
- Headache
- Irritability and crying

- Flushed appearance
- Tiredness
- Aches and pains

How To Reduce Fever Without Medication:

- Remove extra clothing. Wearing just a nappy or a light outer layer of clothing is fine.
- Encourage the child to drink cool fluids to avoid dehydration
- Encourage the child to rest, as activity can increase the body temperature.
- Keep the child at a comfortable temperature.
- Place a cool, damp washcloth on the child's forehead.
- **Bathing a child is not recommended.**

Febrile Convulsions

Febrile convulsions are fits (seizures), which occur as the result of a high fever usually over 39°C. These occur in 3% of children usually between the ages of 6 months and 6 years. Very few children have more than three febrile convulsions. Most febrile convulsions only last a minute or two. If a convulsion continues for more than five minutes you should call for an ambulance. Febrile convulsions can be frightening for the person who is witnessing the seizure because they may resemble an epileptic fit. Febrile convulsions are only caused by fever, whereas epileptic fits can be instigated by other factors. There is no evidence to suggest that a simple febrile convulsion will cause any lasting damage. **Febrile convulsions do not cause epilepsy.** Sometimes a febrile convulsion may be the first sign that the child has a fever. It is important therefore, for parents to find out what illness is causing the fever as soon as possible after the febrile convulsion. It is the role of the doctor to decide on the nature of the illness.

Resolution of conflict:

If there is disagreement regarding the need for a child to stay away from the centre due to illness, we will be guided by the advice of the Public Health Service. It is important to consult a G.P. for diagnosis and treatment; however, there will be occasions when we will need to follow the advice of the Public Health Service with regards to infection control. Parents are welcome to contact the Public Health Service for further clarification.

Immunisation

The Health (Immunisation) Regulations 1995 require Early Childhood Centres to keep an immunisation register for children born from 1 January 1995.

At Daisies, we aim to protect the health and well being of children in attendance (Te Whāriki, 2017: 26). Daisies promotes immunisation as an effective tool which has significantly reduced the number of vaccine-preventable diseases in the community.

During your child's time at the Daisies, we will need to view their immunisation certificate to record this information onto the Immunisation Register. The Immunisation Certificate can be found on the back page of the Well Child – Tamariki Ora Health Book given to parents of every child at birth. We will need to view this Certificate at enrolment, 15 months and 4 years. This should be signed and/or stamped by an appropriate health professional.



All immunisation information is confidential.

Immunisation is **not** a compulsory requirement for attendance at an early childhood centre. However, we will need to view this certificate even if you have chosen not to proceed with immunisation. In the case of a notifiable disease or a suspected notifiable disease the Public Health Nurse or the Medical Officer of Health will need access to information on all children in attendance. It is the responsibility of the Public Health Nurses and the Medical Officer of Health to make decisions regarding the exclusion and treatment of children. Children who are not immunised may be asked to stay at home where Daisies community has cases of **Pertussis, Diphtheria and/or Measles**.

For any Immunisation queries please contact the Immunisation Nurse Specialist at Regional Public Health on 04 570 9002.

A copy of this policy is given to parents/guardians upon enrolment. The enrolment form is signed by the parent/ guardian (under the heading 'Health and Safety Policies') to attest that they have read this policy.

Date Reviewed: August 2021

Next Review Date: August 2024

Nappy Changing and Toileting Policy

Te Whāriki (2017): *Well-being/Mana Atua: Children experience an environment where they are kept safe from harm.*

Education (ECC) Regulations 2008, Part 2, 45 Premises and facilities standard (1)(a), 46 Health and safety practises standard (1)(a-c).

Licensing Criteria for Centre Based ECE Services: PF18, PF19, PF20, PF21, PF22, HS1, HS2, HS3, HS30

Purpose

To ensure that the bathroom/ nappy changing area is a positive place for children to be: where children are empowered to participate in their own routines and are adequately monitored. To ensure that children and teachers are kept safe and hygienic throughout daily nappy changing and toileting routines.

Procedures

Supervision

Staff and other adults are well monitored by a Person Responsible. There are limited opportunities for staff and other adults to be alone and out of sight with children. There is adequate monitoring of the bathroom through the door and through a window in the office wall.

Any teacher who is using the room for care routines supervises the bathroom/ nappy-change area. At all other times, children accessing the bathroom/ nappy change area are monitored by the teacher/s in the main room, and through the window in the office wall.

Toileting

The bathroom has been designed to cater for different children's preferences. For example, at Te Purapura, there is one child-sized toilet and one adult-sized toilet. At Te Pihinga, there are two adult-sized toilets.

The adult-sized toilets have mid-height doors for a sense of privacy, which can be locked from the inside. These doors allow visibility by an adult, and can be unlocked by an adult reaching over the door.

A named potty may be brought from home for children who are transitioning out of nappies and are using a potty at home; all children will be gently encouraged to use the toilet, as it is a more hygienic option.

Nappy changing

The bathroom has been designed to foster independence; for example, competent toddlers can climb up to the nappy change area via in-built steps when an adult is there to supervise them. This also helps teachers' backs as lifting toddlers is reduced. It is visible both from the children's play area and from the office.

Nappy changing is undertaken by permanent teachers. Regular relievers may be permitted to change nappies, after the children have become comfortable with the new adult and after agreement amongst the teaching team. Volunteers and students (excluding permanent teachers who are currently in training) will not change children's nappies, and will not be alone with children in the bathroom.

To intentionally encourage active participation in their own care needs, children are given the choice of having either a 'laying down nappy change' which occurs on the nappy change bench, or a 'standing up nappy change' which may be done while a child is standing on the bathroom floor. When a child is on the nappy change bench, the attendant adult stays right beside them. For infants the attendant adult will have one hand on the infant at all times.

Nappies

Daisies encourages families to participate in our 'Cloth Nappy Scheme' as part of our sustainability practices (See Sustainability Policy). Daisies will supply 5 new washable nappies for each child, which will be washed every day at the centre. If the family chooses not to participate in this scheme, Daisies supplies disposable nappies free of charge for all children up to 2 years, 6 months.

Hygiene

There are three warm-water taps and two soap dispensers over the hand-washing trough in the children's bathroom. Young children will wash their hands with soap after every visit to the toilet. Toddlers will be assisted to wash their hands after each nappy change.

Adults will wash their hands after helping any child in a nappy changing or toileting routine. Individual named potties will only be used by the child they belong to. Potties will be washed using disinfectant after every use. They will be wiped dry with a paper towel and stored in a bathroom cupboard.

A fresh bottle of bleach solution (10mls bleach, 490mls water) will be made each morning. However, during an outbreak, the bleach solution will be 1:10 (10mls bleach, 100mls water). The nappy changing bench will be wiped with bleach solution after each nappy change. Disposable gloves will be available for adults to use during nappy changing.

Used disposable nappies will be put in a container that is emptied at least at the end of each morning and afternoon at Te Purapura, and at the end of each afternoon at Te Pihinga. Soiled/used washable nappies will be stored in a bucket, under the sink in the children's bathroom which is not accessible to children. Used washable nappies will be washed separately daily. Each child will have their own named washable nappies if their parents choose that option.

If any child is found to have diarrhoea or vomiting, or in the event of a gastroenteritis outbreak, disposable nappies will be used for all children until the risk of infection has passed.

Date Reviewed: July 2022

Next Review Date: July 2025



Noise Management Policy

Te Whāriki (2017): Well-being, Goal 3: Children experience an environment where they are kept safe from harm; Belonging, Goal 4: Children experience an environment where they know the limits and boundaries of acceptable behaviour.

Licensing Criteria for Centre based ECE Services: PF12
Education (ECC) Regulations 1998: 22 (1).

Purpose

To consistently manage the noise levels at Daisies, ensuring the comfort of our children, our neighbours, and ourselves. To ensure the noise levels are managed without compromising the education of the children and the teaching philosophy of the centre.

Procedures

The teachers at Daisies have the ultimate responsibility for managing the noise levels during opening hours. This is mainly achieved by talking to the children about keeping their voices at an appropriate level. Inside, teachers might talk to the children about using “inside voices” and about respecting the sleeping children. Outside, teachers might talk to children about reasons for being quieter such as respecting our neighbours, that loud screaming isn’t good for our throats, and it hurts the teachers’ and children’s ears. Teachers will maintain consistent discouragement of shouting or screaming, even when part of play, until it has been brought down to reasonable levels.

Visiting adults working at the centre are educated about the need to manage noise levels at the centre. Student teachers and relieving teachers are given a summary of this policy within an induction package. These adults are given some strategies and language to use with children to manage noise levels.

Adults are required to monitor their own voice volume when working with the children. It is acknowledged that raised voices are stressful to children, and cause children to raise their own voices to compete for volume.

Making music available in different areas is an important element of an early childhood educational environment. The bluetooth speakers are sometimes used in the outdoor play area. It is acknowledged that music can be more irritating for neighbours than voices and other noises. Very loud music is also uncomfortable for staff and children, both indoors and outdoors.

Toys and other objects can create an uncomfortable level of impact noise for staff, children, and neighbours. Teachers try to minimize opportunities for equipment to be used in extremely noisy

ways. Some incidental impact noise is acknowledged to be unavoidable in a large group of young children. However, when toys are used to make loud noises, teachers use similar sentences and strategies with children as when children's shouting and screaming are at unacceptable levels.

From time to time, there will be activities organised in the outdoor area that are likely to make the noise level rise. Examples could include games with balls, or use of carpentry tools. Such organised activity will be occasional, rather than regular daily events, and will only be undertaken if beneficial to the children for educational purposes. When a group activity is being organised outside, the organising teacher will assess whether it is necessary to have the support of an additional teacher to manage noise levels and seek such assistance where they believe that this would be advisable.

In the infant sleep room teachers use peaceful teaching strategies to help children learn to quietly settle themselves to sleep. Self-settling is important for minimizing stress for children, and consequently reduces the noise levels from the sleep room on an ongoing basis.

Date Reviewed: July 2022
Next Review Date: July 2025

Payment Policy

All fees must be paid **in advance** by automatic payment. Fees may be paid monthly or fortnightly. Overdue fees may attract a 10% penalty charge. Fees are to be paid for 52 weeks per year. Fees are required regardless of statutory holidays, illness, family vacation times, or teacher only days (two annually – generally in January and in Spring). This means that automatic payment facilities should not be re-set.

Late fees and other optional charges may be paid in cash or by internet banking to:

Daisies Daycare Ltd 06-0507-0076768-00 (ANZ)

Please make sure you put your child's name in the particulars.

On confirmed enrolment, a non-refundable administration fee of \$100 is payable. The first payment of 2 weeks (minimum) must be paid in full before starting. Any prepaid fees will be refunded at the time your child leaves the centre, less any fees outstanding at that time. However please be aware that 4 weeks notice must be given should you decide to withdraw your child from Daisies for any reason, or reduce the days enrolled, and that fees must be paid for this notice period.

Receipts are issued at the end of the each tax year or as requested.

An automatic payment should be set up. Automatic payments should go out no later than the Friday before the fortnight they are paying for. Automatic payment forms can be provided on request, or ask your bank. Most banks now allow automatic payments to be set up online.

WINZ SUBSIDIES

Work and Income NZ (WINZ) childcare subsidies are available for families on low incomes. Please note that WINZ childcare subsidies reduce when your child turns 3 (due to the 20 Hours ECE scheme), and it is your obligation to notify WINZ of this event. Failure to do so will result in a debt being accrued that will have to be repaid. Alternatively you may choose to retain the full WINZ subsidy and not claim the 20 Hours ECE subsidy. Effectively this means that the net fees you pay to Daisies will stay approximately the same after the age of 3. Please talk to WINZ to obtain further information.

HOLIDAYS

Daisies closes each year over the Christmas and New Year period for 5 business days plus the statutory holidays. Normal fees are payable during this time.

LATE/EARLY FEES

Any children who are picked up late (after 3.30pm for Short Day enrolments, after 6pm for Full Day enrolments) will be charged a "late fee". It is very important that children are collected on time since otherwise teachers must stay past the end of their shift in order to keep ratios at the appropriate level.

The late fee is charged at \$15 per instance. Note that an equivalent fee will apply for children on a Short Day enrolment dropped at Daisies before 8.30am (unless a parent remains at Daisies until 8.30am). Children must not be dropped off before 7.30am as we are not legally licensed to care for children until then and we will be forced to ask you to remain outside until 7.30am.

Last reviewed 31 March 2022. Next review date 1 July 2023.

Positive Guidance Policy

Te Whāriki (2017): *Well-being/Mana Atua: Children experience an environment where their emotional well-being is nurtured; they are kept safe from harm. Belonging/ Mana Whenua, Goal 4: Children experience an environment where they know the limits and boundaries of acceptable behaviour. Contribution/ Mana Tangata, Goal 3: Children experience an environment where they are encouraged to learn with and alongside others.*

Education (ECC) Regulations 2008, Part 2, 43 Curriculum standard (1)(c), 56 Ill-treatment of children (1) & (2).

Licensing Criteria for Centre Based ECE Services: C10

Vulnerable Children Act 2014

Children's and Young People's Wellbeing Act 1989

Education Act 1989

Purpose

To ensure the children at Daisies Early Education and Care Centre ("Daisies") are treated with respect, care, and consistency in positive guidance situations.

Rationale

The principles of respect and caring for others are at the heart of the Positive Guidance Policy at Daisies. Every child will feel safe, secure and valued in the warm and caring environment of the centre. We understand that children deserve the opportunity to solve their own conflicts at times, and that adults need to model the strategies, language and skills for them to do so.

Procedures

Children are provided with enough resources to promote choices for challenge, revisiting, wider community experiences, exploration, and solitary and group play.

Teachers will be positive role models, respecting and listening to each individual child, and treating all children in a fair and equitable manner. All voices will be heard. Adults will role-model appropriate behaviour with one another, and with children.

Adults will engage in discussions in a regulated, fair and reasonable way in the presence of children. The topic for discussion will be thoughtfully considered by adults before engaging in conversation with one another.

Children will be encouraged to see themselves as people with rights, and to have a sense of responsibility for the rights of others.

Teachers will try to anticipate any problems and redirect or use other appropriate strategies to deflect or modify children's challenging behaviour.

Teachers will not use corporal punishment or any other frightening or abusive disciplinary actions.

Teachers are given clear guidelines by the Head Teacher for the management of children's behaviour. This focuses on the positive aspects of children's behaviour and development, nurturing their self-esteem and, increasingly, their independence. Positive behaviour will receive praise and encouragement, whereas negative behaviour will receive no reward and little or no attention. Teachers will be mindful of children's self-regulation.

Children, parents/caregivers, short-term relievers and student teachers will be informed of Daisies positive approach to guiding behaviour.

Parents/caregivers are asked to inform the Head Teacher and/or their child's Key/Secondary Teacher of anything happening at home that may affect their child's behaviour at the centre. This information will be shared with the teaching team.

The following guidelines will be explained to the children and applied consistently by the teachers. Where a child exceeds limits set by staff, a teacher will immediately discuss this in simple terms with the child, unless no attention would be the more effective remedy. If a child is extremely upset or angry, teachers will wait until the child has calmed his/herself before beginning a discussion.

- Children will be encouraged to care for each other and respect each other
- Children will be supported to verbally and non-verbally express their feelings if they don't like a situation, e.g., "Please don't punch me. It hurts." And "Stop", using New Zealand Sign Language for non-verbal children.
- Children will be allowed time and space to solve problems verbally and constructively, without necessarily needing an adult
- Children's feelings will be acknowledged, and opportunities will be given for them to express their feelings appropriately
- Children will be helped to understand and live by the principle "Do no harm"

Where a child's inappropriate behaviour persists, parents/guardians will be informed and involved in developing an individual positive guidance plan that should be applied at home and in the centre. It is acknowledged that consistency between home and centre is effective to help children learn limits and boundaries. If it does not appear to be effective, the plan will be reviewed after a fortnight.

In serious circumstances, the teachers may deem the behaviour un-manageable in the centre environment. This usually happens when the behaviour is regularly harmful to the child, to others or to the environment. If a child's behaviour continues to be un-manageable by the adults around him/her, the parents/caregivers will be asked to give permission for a referral to Learning Support (previously called Special Education) in the Ministry of Education. Learning Support can provide strategies and support to the child, teachers and the family.

No child will be excluded from education at Daisies because of learning support needs.

Date Reviewed: August 2021

Next Review Date: August 2024

PRIVACY POLICIES – Overarching Document

Created: October 2020

Introduction

The Privacy Act 2020 controls how 'agencies' collect, use, disclose, store and give access to “personal information” and applies to almost every person, business or organisation in New Zealand.

Personal information is defined as any information about an identifiable individual. It also includes information relating to a death that is maintained by the Registrar-General under the Births, Deaths, Marriages, and Relationships Registration Act 1995 or any former Act (as defined in Section 2 of the Births, Deaths, Marriages, and Relationships Registration Act 1995)

A new Privacy Act will take effect from 1 December 2020. The Privacy Act 2020 repeals and replaces the Privacy Act 1993.

This document explains the practical side of how our Privacy Policies are to be implemented. These policies include:

- Employee Privacy Policy
- Child and Family Privacy Policy

It is important for all Daisies' employees to be aware of the requirements of the Privacy Act, our Privacy Policies, and take all necessary steps to prevent a privacy breach from occurring. Privacy breaches can range from low end, when a single person's information is affected, through to high end, when a number of people are affected. If in doubt the rule of thumb should be to seek advice and err on the side of caution when sharing private information about others.

What are the 13 Information Privacy Principles outlined in the Privacy Act 2020?

The Privacy Act 2020 has 13 Information Privacy Principles (IPPs) which set out how agencies should handle personal information. A summary of each of these IPPs, which can be read in full in [section 22](#) of the Privacy Act 2020, are set out in the table below:

Principle 1	Purpose for collection Personal information must only be collected when it is for a lawful purpose and necessary.
Principle 2	Source of information Personal information must usually be collected from the person the information is about, with some exceptions.
Principle 3	What to tell an individual When collecting personal information inform the person of why it is being collected, who will get the information, whether the person has to give the information (or whether it is voluntary), what will happen if the information isn't provided.
Principle 4	Manner of collection Personal information must not be collected by unlawful means or by means that are unfair or unreasonably intrusive in the circumstances.
Principle 5	Storage and security Reasonable safeguards must be in place to prevent the loss, misuse or disclosure of personal information.

Principle 6	<p>Access</p> <p>People usually have the right to ask for access to personal information that identifies them, although there are some instances when agencies can refuse.</p>
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Principle 7	<p>Correction</p> <p>People have a right to ask an agency to correct information about themselves if they think it is wrong. If the agency does not want to do this, a person can ask the agency to add their views to the information kept about them.</p>
Principle 8	<p>Accuracy</p> <p>Before personal information is used or disclosed, an agency must take reasonable steps to check that the information is accurate, complete, relevant, up to date and not misleading.</p>
Principle 9	<p>Retention</p> <p>An agency that holds personal information must not keep that information for longer than is necessary for the purposes for which the information may be lawfully used.</p>
Principle 10	<p>Use</p> <p>Agencies must use personal information for the same purpose for which they collected that information. (Other uses are occasionally permitted.)</p>
Principle 11	<p>Disclosure</p> <p>Agencies can only disclose personal information in limited circumstances, eg when required by law, the information is going to be used in a form that does not identify the person concerned, when the person concerned has given authorisation, etc.</p>
Principle 12	<p><u>Disclosure outside New Zealand</u></p> <p>Agencies can only disclose personal information to a person outside New Zealand if, in addition to meeting the requirements of Principle 11, that person overseas is subject to comparable privacy safeguards to those in the Privacy Act 2020 or one of the other exceptions listed in <u>Principle 12</u> apply.</p>
Principle 13	<p><u>Unique identifiers</u></p> <p>Some agencies give people a unique identifier instead of using their name. Eg IRD number, drivers licence number. An agency cannot use the unique identifier given to a person by another agency.</p>

Who are our Privacy Officers?

The Head Teachers also hold the roles of Privacy Officers. The Privacy Officer is responsible for ensuring all privacy law obligations are met when it comes to our collection, use, storage, security and retention of personal information of Employees and Children and others.

In the case of a serious breach of privacy, the Owners are responsible for escalation to the Privacy Commissioner.

Social media and privacy

It is important for all employees to be aware of the privacy considerations they must take into account when interacting with others on Social Media – be it fellow employees, families or others encountered in the work setting.

We have included some social media specific guidance in the Employee and Client related Privacy Policies. We ask that you all take the time to read this guidance.

How can Near Misses or Privacy Breaches be notified?

Privacy Breaches can be notified in person, by telephone or via email to the Privacy Officers.

How will we prevent Privacy Breaches?

Every time we are required to collect, use, disclose or otherwise deal with any personal information, we will always consider and comply with each of the key privacy concepts detailed below:

- **Data minimisation** – we will only collect, create and retain personal information that we really need (i.e. reasonably require) for the purpose of carrying out legitimate Daisies activities and functions.
- **Transparency** – we will always be open and up front with our employees and families about the personal information we collect as well as how we may use, store and disclose it.
- **Security** – we will always take all reasonable steps (as determined by the nature of the personal information in question) to ensure that personal information is adequately protected against loss and unauthorised access, use and disclosure.
- **Use limitation** – we will only ever use and share personal information (be it within Daisies or with external people) in ways we say we will or otherwise agreed with the person the information is about, and only where necessary to meet our lawful purposes (e.g. as a service provider in relation to child/family information and an employer in the case of employee information).
- **Rights focused** – we will make sure that our people can exercise their important privacy rights, including the right to know in advance and consent to how their personal information is used and shared as well as the right to access and correct their information when they wish to.

How will we respond to Near Misses, Privacy Breaches and Complaints?

Any Near Miss or actual or suspected Privacy Breach or Complaint must be reported to the Privacy Officer as soon as practicable, preferably within 24 hours of the breach being discovered. The Privacy Officer is responsible for completing the attached Privacy Breach Template, which details the circumstances of the breach and actions taken, including remedial actions.

A Register of Near Misses and Privacy Breaches is maintained by the Privacy Officer.

Daisies follows five key steps in the management of a Privacy Breach or Complaint:

1. Identify
2. Contain
3. Assess
4. Notify – individual/s and or Office of Privacy Commissioner
5. Prevention of future breaches

In the case of a serious privacy breach, the office of the Privacy Commissioner must be notified.

Procedure for reporting a Near Miss/Privacy Breach and Serious Privacy Breach

A flowchart detailing the steps we will take in the event of a Privacy Breach or Near Miss is attached to this document.

Scope and Responsibilities

This Policy applies to all Daisies directors, employees, contractors, researchers and student teachers.

Employee Responsibilities

Employees are required to:

- Understand and comply with these Policies.

Senior Team (Directors, Head Teachers and Education Leader) Responsibilities

The Daisies' Senior Team is responsible for:

- Making sure all employees are made aware of these Policies.
- Supporting and contributing to the implementation of these Policies.
- Managing the implementation and review of these Policies.

Communication

- The Policies will be published on the Daisies website as well as on Storypark.. They will also be stored in hard copy on site.

Monitoring and Review

This Policies will be reviewed by the Privacy Officers on an annual basis from implementation.

The process will include:

- Providing the opportunity for feedback from those affected by the Policies (where possible).
- Communicating any changes.

Near Miss/Privacy Breach Template

Prepared by:	Name: Date:
What are the circumstances of the breach?	<ul style="list-style-type: none"> - <i>What type of breach has occurred? Is it: (a) unauthorised or accidental access; (b) accidental loss or destruction; or permanent or temporary loss of access?</i> - <i>How did the breach happen?</i> - <i>When did the breach happen?</i> - <i>When was breach discovered, who discovered it, and how was it discovered?</i> - <i>Who was the unauthorised recipient of the personal information?</i>
What is the type and amount of personal information involved in the breach?	<ul style="list-style-type: none"> - <i>Who is the information about? -eg is the information about employees, children, other?</i> - <i>What is the information about the individual – eg name, residential address, email address, date of birth, health information, bank account number, etc?</i> - <i>What is the estimated number of affected individuals?</i>
What action has been taken to contain or control the breach?	<ul style="list-style-type: none"> - <i>Eg has Daisies attempted to recover the lost or corrupted information, shut down or suspended the website, online system, access to server, revoked or changed access codes/passwords, etc?</i>
What is the potential harm for the affected individual/s?	<ul style="list-style-type: none"> - <i>Could the information be used for identity theft, threats to physical safety, financial loss, workplace bullying, loss of employment opportunities, and humiliation or damage to reputation?</i>
Are the affected individuals aware the breach has occurred?	<ul style="list-style-type: none"> - <i>If not, will Daisies notify the affected individual/s?</i> <p><i>In general, if a breach creates a risk of harm to an individual, the affected individual/s should be notified. The content of this notification could include information about the breach, what Daisies is doing to control or reduce the harm, what steps the individual can take to further protect themselves and contact details for the Privacy Officer where questions about the breach can be directed.</i></p>
Who has been notified about the breach?	<ul style="list-style-type: none"> - <i>Privacy Officer</i> - <i>Owners</i> - <i>External Legal Advisor</i> - <i>Relevant team members, eg IT, HR</i> - <i>Privacy Commissioner</i> - <i>Police</i>
What changes will be implemented to prevent or reduce the risk of a reoccurrence?	<ul style="list-style-type: none"> - <i>What safeguards or measures were in place to prevent a breach of this nature occurring? Given these measures why did the breach occur?</i> - <i>What additional or amended measures will be implemented, for example, staff training, new or amended policies, improved physical or technical security, etc.</i>
Who is the Daisies contact concerning the breach?	<ul style="list-style-type: none"> - <i>Serious –Directors and/or Privacy Officer.</i> - <i>Minor - Privacy Officer</i>



PRIVACY POLICY - Children and Others Personal Information

Introduction

This policy sets out how Daisies Early Education & Care Centres (Daisies) stores, collects, uses and discloses personal information and other data about children enrolled at Daisies, and their families and any other individuals we may deal with from time to time.

It is important for all Daisies employees to comply with this policy when collecting, storing, using and sharing the personal information of any child or other person in the course of their work. Please also refer to the *Daisies Employee Privacy Policy*, which sets out the rules that apply to the collection, storage, use and disclosure of personal information belonging to other employees.

Daisies is committed to creating an environment of trust, care and respect for legal requirements (under the Privacy Act 2020) when it comes to the collection, use and management of personal information. This Policy outlines the processes for managing the personal information of children and other people so that their rights to privacy are always respected and protected.

Personal information means information about an identifiable individual. As such it does not include information about a company or other incorporated legal person.

This policy does not limit or exclude anyone's rights under the Privacy Act. Further information on the Act can be found at www.privacy.org.nz.

Refer Privacy Policies – Overarching Document for more information on the Act and Daisies' processes for managing Near Misses and Privacy Breaches.

Daisies Approach to Privacy

When Daisies collects, stores and uses personal information about its employees and children/families it will always adhere to the following privacy principles to ensure that personal information is treated with respect and in a legally compliant manner:

- **Data minimisation** – we will only collect, create and retain personal information that we really need (i.e. reasonably require) for the purpose of carrying out legitimate Daisies activities and functions.
- **Transparency** – we will always be open and up front with our employees and families about the personal information we collect as well as how we may use, store and disclose it.
- **Security** – we will always take all reasonable steps (as determined by the nature of the personal information in question) to ensure that personal information is adequately protected against loss and unauthorised access, use and disclosure.
- **Use limitation** – we will only ever use and share personal information (be it within Daisies or with external people) in ways we say we will or otherwise agreed with the person the information is about, and only where necessary to meet our lawful purposes (e.g. as a service provider in relation to child/family information and an employer in the case of employee information).
- **Rights focused** – we will make sure that our people can exercise their important privacy rights, including the right to know in advance and consent to how their personal information is used and shared as well as the right to access and correct their information when they wish to.

Every time we are required to collect, use, disclose or otherwise deal with any personal information, we will always consider and comply with each of the above key privacy concepts.

How do we Collect Personal Information about Children?

When a family seeks to enrol a child at Daisies, we will need to collect a range of personal information from:

- **Them directly**, for example, when registering them on the waitlist or enrolling formally
- **Third parties**, for example, WINZ where relevant.

Personal information about the child and others will often also be generated over the course of their enrolment (e.g. as documents are created).

Types of Personal Information we collect about child and others

While the exact list of information may vary, the types of personal information we may collect include the following:

Personal information we collect from child and others directly includes:
Contact information (e.g. name, address, email, phone number and similar information)
Enrolment related information (e.g. how often they will attend – refer the detailed Enrolment Form)
Learning related information that is personal in nature. For example, photographs of children in a learning setting
Any relevant health information (e.g. disabilities or other conditions that might impact on their or your health and safety while at Daisies) as well as information about health and safety incidents (if one occurs).
Credit card or other payment and like information that is reasonably required for billing purposes.
Email and other correspondence (including any file notes made in respect of phone calls and meetings).
Any survey or feedback information that we may collect from time to time, including any information relating to a complaint or dispute.
Any other information that we reasonably require to deliver education and care services.

Personal information we collect from others will include:
Publicly available information such as articles in newspapers or similar which we might come across
Information related to anti-money laundering and/or credit check where this is relevant.
Any other information that we reasonably require to deliver education and care services.

As noted above, we will also need to generate personal information about the child and their family. This will only occur when doing so is required to deliver the services we have been engaged to provide.

How we may use personal information about children and others

We will only ever use the personal information collected from the family and others to the extent that is reasonably required:

- To enable the proper provision of education and care services.

- To determine, process and administer invoicing and other fee related matters.
- To communicate with the family and others about enrolment related subject matter and deal with any other inquiries associated with the delivery of our services.
- To ensure the health and safety of any child or other person whom we are responsible for under the Health and Safety at Work Act 2015.
- To comply with legislative reporting and recordkeeping requirements.
- To conduct benchmarking, analyses, quality assurance and planning activities, including statistical and management reporting, and
- To protect and/or enforce our legal rights and interests, including defending any claim.
- In any other way that is reasonably required as a responsible service provider and permitted by law.

How we may share the personal information of child and others

As a business and service we will often need to share the personal information of children and others internally with those who have a legitimate reason or need for accessing this information. For example, personal information provided to Daisies will typically need to be shared with those working with the child.

It is important that Daisies only ever shares such personal information internally to the extent that doing so is reasonably required for a legitimate purpose. Where we need to share information in a way we have not anticipated here, we will only do so if required or permitted by law.

Internal people who may have access to the personal information of child and others include:
The specific Daisies employees who are likely to work with the child.
Daisies support staff who require the information for any ancillary business purpose (e.g. accounts receivable, wait list management).
Directors and the Senior Team when deemed necessary.
Contracted service providers that we use to perform services on our behalf (such banking), within and outside New Zealand (see more below)
Legal advisers or other professional advisers and consultants engaged by Daisies where needed.

At times we will also need to share the personal information of children and others with external people or agencies where doing so is reasonably required for any business or service delivery purpose. Where possible, we will always seek the consent of the relevant person before disclosing their personal information to third parties. Where this is not possible, we'll only disclose their personal information if we have a lawful and reasonable basis for doing so.

How we store and protect personal information

We use some third-party services to store personal information that is provided to us by children/families and others. Such third party services include StoryPark, Discover and others. This means we may transfer personal information or access it from countries other than New Zealand.

Daisies will only send personal information to countries that have adequate privacy laws in place (such as New Zealand, Australia or the EU).

Daisies will only retain the personal information of the child and others for as long as it is needed to perform our contractual obligations or meet our legitimate interests, or to comply with our legal obligations, including the requirement to retain information in accordance with the Education Act, Tax Administration Act, Employment Relations Act and Public Records Act. Daisies will take all reasonably practicable steps to delete such personal information once it is no longer required for this purpose.

Wherever personal information is stored, we will take reasonable steps to ensure that it is protected against loss or unauthorised access, modification, use or disclosure. All access and use of personal information will be strictly in accordance with the privacy principles noted at the beginning of this Policy and the legal obligations set out in the Privacy Act 2020. Staff are expected to move any personal information of enrolled children off their personal electronic devices weekly, at a minimum. Personal electronic devices in use for Daisies work are expected to be code/password protected.

Where personal information is particularly sensitive (e.g. it is financial or health related) Daisies will take additional steps to ensure the information is secure and can only be accessed by those at Daisies who have a legitimate need to access and use it.

Social media

It is important to keep in mind that “following” people on personal or work-based social media and collecting information from the same amounts to the collection of personal information that is subject to all the rules set out in the Privacy Act 2020 and each of Daisies’ applicable privacy policies.

For this reason all employees need to keep in mind that just because they have become privy to personal information via a social media platform (e.g. as a result being a “friend” or “following” a client or other person via Facebook, Instagram or LinkedIn) it does not mean that such information is to be treated any differently.

For this very reason we will always err on the side of caution when it comes to retaining, using or further disclosing personal information obtained via social media. How and when such personal information can be retained, used or disclosed will always depend on the context. For example, information posted by a person in circumstances where they have elected to make it fully accessible to the public at large is to be treated differently to information that a person has elected to only make available to a more selected or private group (e.g. via private messenger system or some other permissions setting on the relevant social media platform).

Privacy breach – notification by Daisies employee or contractor

If any Daisies employee or contractor becomes aware of an actual or potential privacy breach, they will report this to the Privacy Officer as soon as possible so that Daisies can respond without delay. This will help minimise any harm caused to the affected people.

A privacy breach could entail leaving documents containing personal information on the bus or entail a large-scale intrusion into Daisies systems. In any scenario where personal information is lost or compromised in any way it will be treated as a privacy breach until proven otherwise.

The Privacy Act 2020 makes it compulsory to report any privacy breaches “that have caused serious harm, or are likely to do so”. In the event that a breach of this nature does occur Daisies will notify the Privacy Commissioner of the privacy breach. If we are unsure as to whether the breach is a serious one, we will contact the Privacy Commissioner and seek guidance.

Regardless of the seriousness of the breach we will always be open and transparent with people about how we are handling their personal information. On this basis, if there is a breach we will always notify the affected individuals promptly so that they can take steps to protect themselves and regain control of their information as soon as possible.



Privacy breach – external notification

If a client or contact of Daisies becomes aware of an actual or potential privacy breach, we would appreciate being made aware of the situation as soon as possible so we can act to remedy it as soon as possible. Breaches can be reported to the Privacy Officer.

The Privacy Act 2020 makes it compulsory to report any privacy breaches “that have caused serious harm, or are likely to do so”. In the event that a breach of this nature does occur, Daisies will notify the Privacy Commissioner of the privacy breach. If we are unsure as to whether the breach is a serious one, we will contact the Privacy Commissioner and seek guidance.

If external parties are unhappy with Daisies remedial actions, or assess the complaint as serious, they can also notify the Privacy Commissioner by completing the online Complaint Form <https://www.privacy.org.nz/your-rights/making-a-complaint/complaint-form/>

Regardless of the seriousness of the breach we will always be open and transparent with people about how we are handling their personal information. On this basis, if there is a breach we will always notify the affected individuals promptly so that they can take steps to protect themselves and regain control of their information as soon as possible.

Accessing and controlling personal information

Everyone has an important range of privacy rights. The rights of child and others include the following:

<u>The right to request a copy of their personal information and/or know what personal information we hold.</u>
Please note that on some limited occasions we may need to withhold some personal information, for example, where it is legally privileged, concerns information provided to us by another person in confidence or includes personal information about other people. If we need to withhold information, we will tell the relevant person why. We will take careful steps to verify the identity of the person requesting personal information before making any disclosure.
<u>The right to correct any of the personal information we hold about a child or other person</u>
If a family or other person thinks any of the personal information, we hold about them or a child is wrong, they can ask us to correct it. If we cannot correct your information - for example, where we don't agree that it's wrong – we will explain why if this is the case. The requesting person can ask us to attach their correction request to the relevant personal information as a statement of correction.
<u>Right to make a complaint</u>
If a family member or other person has any concerns about the way that we have collected, processed or used their or their child's personal information we will seek to resolve the matter to their satisfaction. If we are unable to resolve the matter with the person concerned we should always advise them of their right to file a complaint to the Office of the New Zealand Privacy Commissioner by calling the commission or making a complaint via their website: www.privacy.org.nz

Reviewed: February 2024

Next Review: February 2025

Settling and Transition Policy

Te Whariki (2017): Wellbeing/Mana Atua: Children experience an environment where their emotional wellbeing is nurtured; Belonging/ Mana Whenua: Children and their families experience an environment where they know they have a place; where they feel comfortable with the routines, customs and regular events; where connecting links with the family and the wider world are affirmed and extended.

Licensing Criteria for Centre Based ECE Services: C6, C7, C11, C12; GMA1 GMA2 GMA3.

Purpose

To provide a secure environment where children are loved and valued as individuals, where they feel safe and comfortable through positive learning experiences, regular events, familiar rituals and smooth transitions, and where the aspirations and values of diverse families are welcomed, acknowledged and upheld.

Rationale

The emotional wellbeing of any child must be upheld in order for them to thrive and grow. It is vital that consistent and respectful approaches to care between home and Daisies, between Daisies and school during settling times, and as children ascend from Te Purapura to Te Pihinga, be maintained in positive and peaceful ways to ensure children's comfort, security and confidence.

Nurturing a sense of belonging, comfort and security through responsive and reciprocal relationships with people, places and things is at the heart of everything we do.

Procedures

Settling into Daisies

Parents/caregivers are encouraged to come with their child for several visits to Daisies before their child is expected to attend. Allowing as much time as possible to become familiar with the environment and the people in it can make all the difference to the settling period. We require at least four settling visits, scheduled at least two to three weeks before the child's starting date. Extended family members (e.g. grandparents) who currently play an active role in the child's life right now are invited and encouraged to come along to the settling visits. Most visits last between 1 – 2 hours. These visits are flexible and are based on individual children's needs. Parents/caregivers are asked to stay with the child at Daisies during at least the first two visits.

The Head Teacher decides who a child's Key Teacher will be. There are several ways a key teacher is carefully chosen – many aspects will be taken into consideration (including teacher's current group size and workload, siblings, and teacher's availability to the child and their family on their booked days of attendance for example). A Secondary Teacher will also be chosen. Both Key and Secondary Teachers will be the child's primary care teachers; however, this is not an exclusive relationship. Children and their families are actively supported and encouraged to develop relationships with other teachers too.

An initial settling visit plan will be agreed between the Head Teacher and the child's parents/caregivers. Each child and their family will be introduced to their Key Teacher during the first settling visit. Subsequent visits will be agreed between the Key Teacher and the child's family and will be based on

how previous visits have gone. The Key Teacher will decide and agree with the family what the child will engage in and focus on in their next visit.

During these settling visits special information will be shared between the family and the Key Teacher by way of an induction process. The key teacher will pay particular attention to getting to know the child and their family and culture. This partnership involving responsive and reciprocal communication will play an essential role in relationship building as well as provide opportunity to share information about culture, learning and care between the home and centre setting. This relationship-based care system – Daisies’ Key Teacher system - ensures a consistent person is available to each child and their family to support learning and development throughout their time at Daisies.

Parents will be asked to complete the necessary enrolment forms as well as information sheets which will be used as a guide throughout the induction and settling process. The topics in the form help the Key and Secondary Teachers to get know the family’s culture, values and aspirations as well as supporting their understandings of each child’s individual cues, rhythms and familiar care rituals.

Parents will be asked to bring named clothes, a jacket, hat and gumboots which can be stored in the child’s own coat-hook space. Transitional objects or comfort toys can also be helpful to bring along as they become a way for the child to feel comfort and a home-life connection when their parents/caregivers are not there.

Once the child has started their enrolled days, we recommend that parents spend a short period of time with their child each morning for the first few days. Daisies requires parents to say goodbye to their children when they go. (Children may take longer to settle into the centre if they are surprised to find their parent/caregiver has disappeared without a word or kiss.) We also recommend that parents/caregivers’ day be flexible for two weeks after the child’s start date, for cases when the Key Teacher suggests it is best for the child’s emotional well being to have a shorter day than planned.

During the day, special attention will be given to the new child to ensure they develop a sense of belonging and well-being at Daisies. To reassure parents in the first few days in particular, the key teacher will keep in touch to let parents know how things are going. Parents can make arrangements with their child’s key teacher during settling visits about their preferred method of contact for information sharing.

Ascending or transitioning to the next group in Te Purapura

When a child begins to ascend or transition within Te Purapura Daisies, a settling period is supported by their key and secondary teachers. There is no rush for these in-centre transitions to happen. This happens once children demonstrate a regular interest and willingness to be engaging with the activities and experiences within the next space or group. During the transition period children have the flexibility to be where they feel most comfortable and may return to the more familiar group or space as and when they need to for support, security or familiarity.

For continuity of care and emotional security, a teacher from the child’s former group will ascend with them to the next group whenever this is possible. Parents will be engaged in conversation as soon as possible if any changes to their child’s key teacher are being considered.

Ascending children are invited to join in small group learning experiences called hui Ako to help them understand more about the tools, materials and resources within the big space environment.



Transition from Te Purapura to Te Pihinga house

At some time between the age of two and three years, children enrolled at Te Purapura will move across to Te Pihinga. A Daisies booklet called *How children learn about moving between houses at Daisies* (2020) is given to each family around the time their child begins their transition from one house to the next one. The booklet covers: How children learn how the move will happen for them, the Farewell-and-welcome transition ritual called Whakanui o te Tupu, Similarities and Connections between the houses, and Different Learning Experiences at Te Pihinga. Teachers encourage family members to read this as the transition journey starts.

The child's key teacher at Te Purapura and the forthcoming key teacher at Te Pihinga cooperate to plan a smooth transition customised for each individual. There are guidelines setting out the respective roles of the key teachers in each house.

Transition to school

We see the transition to school as a long process that starts well before a child turns 5. The child's key teacher will be happy to discuss and plan with each family how this transition will be supported for their child. The key teacher will be available to attend one school visit alongside the child if the child and family would like this.

We encourage parents to share their child's Learning Journal compiled during their time at Daisies with the new entrant teacher during the visiting period.

The key teacher may include some of the rituals of beginning school into the everyday programme at Daisies, to enable a smooth and familiar transition. Sharing and discussing photos taken of the child's school visit can help them to feel confident and familiar with their new environment. Lunch boxes at lunchtime are provided from time to time for the oldest children at Daisies, which helps them to become more familiar with the rituals of school life such as self-managing their food and joining the school way of having lunch at midday.

Children in Whanake (around 4 years) will be invited to participate in small group conversations, planning and investigations through Hui Ako, which are somewhat akin to school inquiry approaches.

Children who are next to start school are given the title of 'Senior Leader'. The Key Teacher will work with the Senior Leader to agree on goals and aspirations the child would like to achieve before they transition to school.

There is a special 'daisy hook' for the Senior Leader inside the main door at Te Pihinga.

A graduation trip (locally is preferred) and leaving ceremony, *poroporoaki*, will be planned in conjunction with the child and their family to celebrate this special transition event. A graduation certificate is given to each child as they leave, to celebrate their learning journey at Daisies and acknowledge their transition on to school.

Teachers at Daisies who are involved in children's transitions to school will make every effort to connect with and visit the school where each child is enrolled to attend.

Children are invited to come back and visit Daisies to share stories of their new school after they start.

Date Reviewed: July 2021

Next Review Date: August 2024

Sleep Policy

Te Whāriki (2017): *Well-being/Mana Atua: Children experience an environment where their health is promoted; their emotional well-being is nurtured; they are kept safe from harm.* .

Licensing Criteria for Centre Based ECE Services: PF29, PF30, PF31, PF32, PF33, PF34, PF35, PF36, PF37, PF38, HS9, HS10, HS11.

Purpose

To ensure a consistent, safe and peaceful sleep time for children at Daisies.

Rationale

Daisies Early Education and Care Centre (“Daisies”) recognises that the safety and well-being of children must be maintained while they are resting or sleeping.

At Daisies, we understand that children develop their own unique routines and rhythms around sleep times. We want children to feel comfortable at Daisies, and we endeavour to respond to their sleep preferences wherever possible. We aim for children to feel empowered in their sleep routine, and to enjoy the process so that sleep time is something the children look forward to.

Procedures

- Teachers maintain a peaceful, unhurried atmosphere at sleep times. Calm voices, low lighting, quiet music, and an un-stimulating environment are likely to contribute to the atmosphere. At least one window will be open at all times for ventilation.
- At Te Purapura the youngest children have their own sleeping room, while children settled in Rata and Nikau rōpū sleep in the front playroom. Every attempt will be made to ensure that those children not sleeping have access to the play equipment in the front playroom during sleep-times. At Te Pihinga the front room is used for any children who want to sleep or rest.
- Families are encouraged to bring their child’s toy, blanket or any other item that comforts them at sleep times.
- Children have their own linen and bedding provided by and kept clean by Daisies. Top-bunk cots are reserved for infants who are unable to pull themselves into a standing position.
- Infants can sleep when they need to sleep. Children over the age of 18 months have a sleep time that typically begins around 11.30am, with the last children waking about 3.30pm. This sleep time is flexible in that the children can choose when to go to the sleep room. If a child has not chosen to go to bed by a certain time (depending on each child’s individual patterns and needs), then a teacher will negotiate a bedtime with them, in conjunction with the families’ wishes.
- Children will not have access to any food or drink while in bed.
- One teacher will stay within a close proximity with each child until s/he is close to sleep. Once children are asleep, they are individually checked every five to ten minutes for warmth,

breathing, and general well being. There is a sleep room chart where the check-times are recorded and signed by the checking teacher.

- For reasons of tikanga, children are encouraged not to stand on pillows. Also, children sleeping near each other are positioned head to head rather than head to feet.
- Beds are arranged with adequate space between them to ensure safety and hygiene, and to allow adults clear access to at least one side of the child's bed.
- Bedding is hygienically laundered regularly. If soiled, it will be washed immediately. (Refer to Health and Safety Policy)
- A chart is kept adjacent to sleep areas recording the time each child goes to sleep and the time each child wakes. The chart is available for parents to view. Sleep charts are filed in the office and kept for two years.

A copy of this policy is given to parents/guardians upon enrolment. The enrolment form is signed by the parent/ guardian to attest that they have read this policy.

Date Reviewed: February 2024

Next Review Date: February 2025

Smoking, Vaping, Alcohol and Substance Abuse Policy

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

Children's Act 2014

Health and Safety at Work Act 2015

Licensing Criteria for Centre Based ECE Services: HS33.

Purpose

To provide a healthy, smoke-free environment for the children and adults at Daisies Early Education and Care Centre ("Daisies"). To meet current legislation with regards to smoking, vaping, alcohol and substance abuse.

Procedures

Daisies is a smoke-free, vape-free workplace.

Signs are clearly displayed around Daisies' buildings stipulating Te Purapura and Te Pihinga are non-smoking and vaping areas.

Staff, whānau and visitors who smoke or vape must adhere to the following:

- No smoking/vaping anywhere on the Centre premises at all times including the front garden and outdoor play areas.
- Smokers/vapers must smoke outside children's view.
- Any smoking/vaping-related litter must be removed from the area and dealt with appropriately.
- Smokers/vapers must sanitise their hands thoroughly before returning to work with the children.

Daisies will not tolerate the abuse of alcohol or drugs. No person on the premises uses, or is under the influence of, alcohol, drugs or any other substance that has a detrimental effect on their functioning or behaviour during the early learning service's hours of operation.

- No illegal drugs on Daisies grounds or premises.
- No alcohol is to be consumed by staff during working hours; no alcohol is to be consumed on the premises for social functions before Daisies closes during the week.
- Staff suspected of substance abuse (alcohol or drugs) will be investigated and disciplinary procedures will be initiated.

If any parent arrives to pick up their child whilst suspected to be under the influence of drugs of alcohol, staff will use their discretion to decide whether the child is safe to be driven by the parent. Staff can offer to call another family member to pick up the child if they see fit. Where drivers are not cooperative, staff should call the police.

Daisies Complaints Procedure Policy is to be followed if anyone has concerns about the enforcement of this policy. **Meeting current legislation, this policy will be clearly displayed and reviewed annually.**

Reviewed: February 2024

Next review date: February 2025

Supervision Policy

Te Whāriki (2017): *Well-being/Mana Atua: Children experience an environment where they are kept safe from harm.*

Licensing Criteria for Centre Based ECE Services: PF2, HS9, HS22.

Purpose

To ensure that all children are supervised while at Daisies Early Education and Care Centre (“Daisies”); to ensure that every area accessible to children, and all activities/ learning experiences for children, are supervised adequately to ensure children are kept safe and protected. To ensure that staff and other adults are monitored while at Daisies.

Rationale

Teachers at Daisies intend to engage with children’s learning for as much of the day as possible. Teachers who are engaged in learning moments with children are accorded some flexibility to move with children between different areas of the Centre. Similarly, teachers who are engaged in care routines with children also need to be able to move between areas, for instance, to change a nappy. Provisions for flexibility and movement must incorporate the supervision and safety of all children.

Procedures

Supervision of adults

Staff and other adults are well monitored by a Person Responsible and certificated teachers. Opportunities are limited for staff and other adults to be alone and out of sight with children. The bathroom can be monitored through the door and through a window from the office.

Children are not allowed to leave the centre with a person other than their parents without written permission from their parents. Whenever possible, more than one adult will go on excursions with children, ensuring the supervision of the adults by one-another.

The required ratios of adults to children are maintained in:

The main areas of the Centre that are usually accessible to children:

- The front room and the main room (open-plan) (Te Purapura and Te Pihinga)
- The infant and toddler area (Te Purapura)
- The bathroom/ nappy-change area
- The outdoor play area (including the garage at Te Pihinga).

The areas of the Centre that are not usually accessible to children are:

- The offices
- The front entrance lobby (Te Purapura)
- The infant sleep room (Te Purapura)
- The kitchen
- The laundry

Areas that are usually accessible to children:

In each of the areas accessible to children, there will be adequate supervision to ensure children are kept safe and protected.

Any teacher who is using the bathroom for care routines supervises the bathroom/ nappy-change area. At other times, children going into the bathroom/ nappy change area are monitored by the teacher/s in the main room, and through the window in the office wall.

Teachers do not need to be in any particular area at all times; however teachers are expected to be aware of what is happening across their house's spaces and who is supervising where; that is, teachers constantly assess how the children are spread throughout the centre. When the majority of the children are in one area, one or two extra teachers will move to that area to help supervise, as appropriate. If an individual teacher needs to move from one area to another for any reason, s/he will clearly communicate this need to the other teachers. Reasons for moving may include a teacher going to the bathroom, collecting resources, or following an engaged child/ren into another area to continue their learning interest. That teacher will not move from the area until another teacher has come to supervise. Teachers are responsible for closing of areas as needed (e.g. outside, front room at TPH)

The outdoor play area is open for as much of the day as possible. However, the doors to the outdoor play area are not opened unless there is a teacher available to be outside supervising the children. Teachers supervising the outdoor area maintain awareness of the sides of the house, and any other area that is potentially hidden from view, such as in the garage at Te Pihinga. Kaiako position themselves so that they can see the children with the best vision possible and reassess their position and engagement as numbers of children or activities change.

Where children can access real tools, e.g., sandpit shovels, teachers will educate them on safe use of those tools and pay particular attention to risks and to child safety when the tools are being used. Refer to 'Risk/ Benefit Assessment and Management Plan' and 'Safety in the sandpit' for guidelines. All relievers to be briefed about these guidelines when starting.

Areas that are not usually accessible to children:

The office in each house is not generally accessible to the children. However, a sick child who needs to be kept in isolation may be taken into the office, in which case an adult will stay beside them until they are collected.

In Te Purapura, the entrance/lobby is only accessible to children while they are being dropped off at, or collected from, the centre by an adult. Parents/caregivers are to supervise their children in the lobby during these times. Tamariki may go with a teacher to get access to their bag or belongings from their hook, but should return with the adult to the main room promptly. Hooks are also available in the outside deck area in Te Purapura for children who wish to have more independent access to their things. In Te Pihinga, the front room and entrance area may be closed off at times due to staffing at the beginning or end of the day. Staff will ensure that all children will promptly return to the main area if saying goodbye to parents.

Sleep rooms are accessible to children during certain times of the day. They are supervised and monitored in accordance with the Centre's Sleep Policy. This includes checks by a teacher at 10-minute intervals that are recorded on a sleep chart.

The kitchen and laundry are generally not accessible to the children. From time to time children may be allowed to work alongside a teacher within the kitchen or laundry on a special task. Teachers are responsible for the close and careful supervision of any child/ children in the kitchen or laundry.

Kai times:

At kai times a teacher stays at the kai table to supervise the children eating. This teacher does not get up while there are children eating, and actively supervises the children at all times. There will be a support kaiako to help fetch things they may need throughout kai time.

Some children are not yet eating at the kai table, in this case they have their kai one on one on a teacher's lap. This kaiako is responsible for actively supervising them.

Excursions: When children are taken out of the centre for excursions, adults will closely observe and maintain safe supervision, in accordance with the Centre's Excursions Policy.

In all areas, teachers position themselves physically so that they can see as much of the area they are responsible and so that they can see as many children as possible and shift their focus from any activity as needed.

Date Reviewed: August 2021

Next Review Date: August 2023

Fire making and cooking -Daisies Safe Operating Procedure

Appendix to Supervision policy
(written October 2022, reviewed with Supervision policy)

Ratios:

Whole whare ratios

- Te Pihinga Whare, 3 kaiako outside with fire at all times (2 stationary and 1 roving)
- Te Purapura whare, 4 kaiako outside with the fire at all time (2 stationary and 2 roving)

Small group or hui ako ratios:

- Under 2's, 2 children to 1 kaiako
- Over 2's , 3 children to 1 kaiako

At least 2 kaiako supervising the fires will be first aid trained.

These are minimum ratios and kaiako should use their professional judgement and knowledge of tamariki to decide whether they need higher ratios in certain situations.

The head teacher or person responsible must be verbally informed of any fire making plans before they are undertaken.

Starting Process:

- Do safety checks, with tamariki where practicable
- Gather equipment (see list below)
- Safety hui with tamariki before lighting (cover how to stay safe, rules and expectations, listening, walking feet, shoes, loose clothing, water)
- Create fire square/circle perimeter with stones/driftwood etc around fire pit more than an adults arm reach from fire, this creates visual barrier that tamariki cannot cross without a kaiako
- Continue to monitor weather, fire size, smoke area, tamariki well being

End Process:

- Stay with the fire until it has burned out or extinguish with water. Close the opening of your fire pit or brazier with a mesh screen.
- When the ashes and embers are cool, put them in a metal container and cover them with water. Give them a stir and check they're completely cold before throwing them away.

Further info and links to council info can be found here:

<https://checkitsalright.nz/reduce-your-risk/fire-pits-braziers>

Safety Checks:

- Visit with children <https://checkitsalright.nz/can-i-light-a-fire> to determine if we can or not
- Check weather forecast; too windy might mean moving fire or no fire, discuss with children
- Lead teacher role assigned / roles discussed and agreed. Parent helpers briefed on their role if present
- Ensure your fire pit (if portable) or brazier is positioned on a stable, level, non-flammable surface such as gravel, concrete or a metal tray.
- Position brazier 3 metres away from a building, hedge or anything else that could catch fire.
- Ensure a hose and/or buckets of water are within 5 metres.

Equipment checklist:

- Brazier/fire pit
- Newspaper, wood, matches, cotton balls
- Water bucket (full), hose attached and near
- First aid kit stocked and accessible
- Resources for making fire circle
- Food for cooking (if happening)
- Sticks/pots/utensils for cooking

Risk Assessment and Hazard Management :

Fire making and cooking

Benefit – what learning is happening?

Teamwork, communication, fire safety skills, risk assessment skills, providing wide range of life experiences, provoking curiosity and questions about natural world, build respect for fire and its properties, life skill applications for survival, scientific concept development, thermodynamics, heat conduction, cooking, components or air exploration ie oxygen, sustainability links to air quality and pollution.

What degree of injury could be reasonably expected: high

Risk: What could go wrong	Hazards- what could cause this to happen	Risk Control- How to prevent this from happening.	Eliminate, Isolate, Minimise the hazard. When/ where	Who is responsible?	Incident Action Plan
Burns, Uncontrolled fire, or fire spreading	-Lack of adequate supervision. -Child not following instructions of adult. -Misuse of equipment. -Not enough space/ too many people. - Failure to do appropriate conditions checks	-Monitored at all times by staff members. -Ratios outline for process. adhered to at all time. -Limit number of children as needed. -always follow procedures as outlined above	-Instruction and hui on fire safety before each fire. -Dangers clearly explained. - Limit numbers in fire experience as necessary. - Follow clear procedures as outlined above. -Ensure any extra adults are aware and follow the process as well.	Head teacher / all teachers in the experience	Qualified first aider will attend to person. Accident and incident procedure in the H & S policy will be followed. An Accident/Incident Forms to be completed as soon as possible. Parents informed of all accidents or incidents. In case of fire spreading, children to be immediately cleared from the area, fire and emergency called on 111, water and fire extinguisher available and ready will be used if possible.

What likelihood is there of risk still occurring? Low

What is the risk rating? Low

Risk /Benefit Assessment and Management Plan – updated August 2022

Appendix to Supervision Policy
(to be reviewed on same Schedule as Supervision Policy)

By completing this risk assessment, the head teacher will consider the venue and possible activities. They will identify the risks and hazards that may affect participants or others during the programme. Once the hazards have been identified, the head teacher and owners will consider what reasonable controls will be put in place to eliminate, isolate or minimise the hazard. In every case the head teacher will try to eliminate the hazard. When this cannot be done the hazard will be isolated or minimised.

We acknowledge that as individual children learn to use equipment, the level of risk changes over time. Adults do their best to control context to minimise hazards but there will always be children at varying levels of competence.

Contents

1. Activities involving Tools in the Sandpit
2. Activities involving Ropes
3. Activities involving Carpentry tools
4. Safety in Sandpit
5. General Safety and Hazard Management Guidelines, for tools, rope work and carpentry

Key Definition

Actively Supervise: to have visual contact with the children using the equipment in question, and be immediately able to move to help when/if needed. Not be supervising the use of multiple hazardous equipment at once ie, metal spades and carpentry, without an additional kaiako in the space.

1. Activities involving Metal spades in Sandpit

Benefit – what learning is happening?

Physical fine and gross motor skills, real life skills, problem solving, risk management, tino rangatiratanga, independence, self-efficiency, 'can do – attitude, resilience, reliability, strategies to meeting challenges, co-operation, collaboration, understanding rules, roles, rights, viewing self as risk-taker, learning from mistakes, enthusiasm for persisting, communication skills, view of self and others as citizens with rights and responsibilities, developing experience of responsibility, making

decisions, being consulted, challenge themselves to succeed; have the chance to fail and try again, and again; help them cope with stressful situations (e.g., turn taking, getting their voice heard, self-regulation); develop self-confidence and self-esteem; Increase creativity; understand their own/ others / equipment/ tool/ behaviour limits; social interaction skills; spacial awareness

What degree of injury could be reasonably expected: medium

Risk: What could go wrong	Hazards- what could cause this to happen	Risk Control- How to prevent this from happening.	Eliminate, Isolate, Minimise the hazard. When/ where	Who is responsible?	Incident Action Plan
Injury with being hit with the sharp edge of tool/ (cuts) Injury with being hit with the blunt side of tool (bruise)	-Lack of adequate supervision. -Child not following instructions of adult. -Misuse of equipment -not enough space/ too many people	Monitored at all times by staff member. Kaiako must be able to actively supervise the use. Limit number of children as needed. Kaiako to call for a 2nd teacher if numbers and activities of children impact on ability to actively supervise spades, or spades to be put away.	Instruction on how to use spade/ shovel safely. Dangers clearly explained. No shovels overhead or swinging. Wear gumboots. Eliminate distractions: - actively engage/ demonstrate and model tool use/ safety with the tool, particularly children new to the tool. Communication and problem solving: - limit numbers in sandpit as necessary - teachers to be handing out/ collecting tools after use	Head teacher / all teachers in outdoor area	Qualified first aider attend to person. Accident and incident procedure in the H & S policy will be followed. An Accident/Incident Forms to be completed as soon as possible. Parents informed of all accidents or incidents.

What likelihood is there of risk still occurring? Low

What is the risk rating? Low

2. Activities involving ropes, string

Benefit – what learning is happening?

Problem solving, creativity, teamwork, Physical fine and gross motor skills, independence, self-efficiency, ‘can do – attitude, resilience, reliability, strategies to meeting challenges , understanding rules, roles, rights, viewing self as risk-taker, learning from mistakes, enthusiasm for persisting, communication skills view of self and others as citizens with rights and responsibilities, developing experience of responsibility, making decisions, being consulted, Challenge themselves to succeed; Have the chance to fail and try again, and again; Develop self-confidence and self-esteem; Understand their own/ others / equipment/ tool/ behavior limits; social interaction skills; special awareness.

What degree of injury could be reasonably expected: high

Risk: What could go wrong	Hazards- what could cause this to happen	Risk Control- How to prevent this from happening.	Eliminate, Isolate, Minimise the hazard. When/ where	Who is responsible?	Incident Action Plan
Entanglement/strangulation	Lack of adequate supervision. Not following instructions of teacher. Misuse of equipment	-consider thickness of rope, under 22mm must be supervised Teachers to be handing out/collecting loose rope after use - teachers to be actively supervising all rope work -call on another teacher to come outside if you need to supervise one area in particular - Children invest in the rules at the H&S briefing, reminded when necessary.	-tie all loose rope up properly/ put away in designated spaces when not in use	Head teacher/ all teachers in outdoor area	Qualified first aider attend to person. Accident and incident procedure in the H & S policy will be followed. An Accident/Incident Forms to be completed as soon as possible. Parents informed of all accidents or incidents.
Injury while using low rope course	Lack of adequate supervision. Misuse of equipment	- teachers to be handing out/collecting loose rope after use - teachers to be actively supervising all rope work -call on another teacher to come outside if you need to supervise one area - Children invest in the rules at the H&S briefing, reminded when necessary.	Keep height of rope course under 1m and ensure enough fall space is available Maintain adequate ratios for the activities, -tie all loose rope up	Head teacher/ all teachers in outdoor area	Qualified first aider attend to person. Accident and incident procedure in the H & S policy will be followed. An Accident/Incident Forms to be completed as soon as possible.. Parents informed of all accidents or incidents.

			properly/ put away in designated spaces when not in use		
<p>What likelihood is there of risk still occurring: Low</p>					
<p>What is the risk rating: low</p>					

<h2>2. Activities involving Carpentry</h2>
<p>Benefit – what learning is happening? Problem solving, creativity, teamwork, Physical fine and gross motor skills, independence, self-efficiency, ‘can do – attitude, resilience, reliability, strategies to meeting challenges , understanding rules, roles, rights, viewing self as risk-taker, learning from mistakes, enthusiasm for persisting, communication skills view of self and others as citizens with rights and responsibilities, developing experience of responsibility, making decisions, being consulted, Challenge themselves to succeed; Have the chance to fail and try again, and again; Develop self-confidence and self-esteem;; Understand their own/ others / equipment/ tool/ behaviour limits; social interaction skills; special awareness</p>
<p>What degree of injury could be reasonably expected: medium</p>

Risk: What could go wrong	Hazards- what could cause this to happen	Eliminate, Isolate, Minimise the hazard. Risk Control- How to prevent this from happening?.When/ where	Who is responsible?	Incident Action Plan
Impact with tools Tripping	Lack of adequate supervision. Not following instructions of instructor. Misuse of equipment	Monitored at all times by staff member. (either in vicinity or close proximity) Locate woodwork area in a position that reduces flow/ traffic. Locate away from distractions. Ensure that the floor is clear of obstacles that could cause tripping. Limit number of children working if small area Children must wear shoes or gumboots	Head teacher / all teachers in outdoor area	Qualified first aider attend to person. Accident and incident procedure in the H & S policy will be followed. An Accident/Incident Forms to be completed as soon as possible.. Parents informed of all accidents or incidents.
Infection	Splinters	Avoid working with very splintery wood Sandpaper to be available as an option to sand rough edges, when wanted. Splinter to be removed immediately if reasonably possible by first aider, if not inform parents to seek medical attention and monitor site for possible infection		
Injury to eye from nail rebound, debris	Lack of adequate supervision. Not following instructions of instructor. Misuse of equipment	Safety glasses available to be worn. Safety glasses to be worn if excessive dust or debris is occurring		
Impact with tools general	Lack of adequate supervision. Not following instructions of instructor. Misuse of equipment	Ensure children wearing suitable clothing to move freely; for example remove gloves and scarves to facilitate coordination. Shoes/ Gumboots to be worn. Walk when transporting tools and hold by side Instruction and reminders on how to use tools safely Ensure tools regularly checked –e.g. hammer head not loose All Equipment to remain in woodwork area Misuse of tools will result in child being asked to move away		
Impact to finger/hand	hammer	Instruction/Reminders on how to use a hammer safely. Dangers clearly explained. Fingers moved away when hammering hard. Minimise distractions.		

Cuts impacting injury to another child	saw	<p>Instruction on how to use saw and actively supervised at all times.</p> <p>Sawing – Ensure no children are watching from in front of the sawing area -Adult actively supervising to be aware and ensure this.</p> <p>Children will be taught the safest way to use each type saw.After being used - saw to immediately be put out of reach when in use with Te Purapura children. Saw placement is actively monitored at Te Pihinga at all times.</p> <p>Wood always clamped in vice when being sawn. Practitioner to check held firm in vice before sawing commences.</p>		
Injury to body	Hand drill / brace and bit	Ensure work is clamped (G clamp or vice) before drilling		

4. Safety in the Sandpit Guidelines

- Rakes and Spades MUST stay low to the ground
- Gumboots MUST be worn when the metal spades or rakes are in the sandpit even if child is not using the tool.
- Kaiako must be able to actively supervisor the use of shovels, and spades at all times and act as needed.
- Before use, Kaiako are to remind a child who asks to use a spade or rake, of the consequences if their actions are unsafe.

5. General Safety and Hazard Management Guidelines, for tools, rope work and carpentry.

- Teachers use intentional teaching for specific tool use to support tamariki to understand risks and correct tool use.
- Kaiako and tamariki to store the tools when they are not being used.
- If a child's actions are unsafe with any tool , the consequence is to immediately ask the child to leave the tool and area.
- Kaiako to look for opportunities to role model safe and correct use with spades and rakes.
- Kaiako to offer positive reinforcement and positive guidance.

- Kaiako talk often about safe behaviour and rules, enable collaboration and teamwork, and develop personal risk management and communication strategies between themselves and children, and between children
- Kaiako will communicate with other teachers when their focus will be on one space. If not feasible, they will postpone the tool use until another time.
- Kaiako will record any accidents, injuries when children are working with tools in the ACC Book.
- Kaiako will inform other kaiako of accidents that have occurred as well as any near misses. They will communicate if, after observation, a particular child is in need of extra supervision.

Sustainability Policy

TE WHĀRIKI (1996) Exploration / Mana Aotūroa: Children experience an environment where they develop working theories for making sense of their natural, social, physical and material worlds; Contribution / Mana Tangata: they are encouraged to learn with and alongside others; Belonging/ Mana Whenua: Children and their families experience an environment where they know they have a Licensing Criteria for Centre based ECE services: C1, C2, C4, C6, C7, C9, HS19.

Purpose

To ensure that sustainability is valued and maintained as a significant feature of Daisies and continues to decrease the carbon footprint left by the children, teachers and parents through taking small steps towards creating a sustainable future.

Rationale

Sustainability is a core aspect of what we do within and beyond Daisies. At Daisies we highly value and are committed to supporting a sustainable environment as an influence on learning. Our teaching and learning integrates children's connectedness, love, awareness and preservation of the natural and living world, how to respect, take responsibility of and care for it. We aspire to feeling secure in the knowledge we can all make a valued contribution to living in and maintaining a sustainable world and to attaining a Tōtara award as an enviroschool.

PROCEDURES

Sustainability and environmental care and education is woven throughout the curriculum and is deeply entrenched in the centre's operational practices in a variety of ways, including but not limited to:

Environment

Regular weekly excursions to experience and explore the bush/ngāhereas places of learning, with the intention of deepening children's understandings and working theories around the natural and living worlds, the elements, and respect for the gifts of Papatūānuku, Ranginui and other atua Māori.

Kaiako acknowledge the spiritual dimensions - Mana Atua - through creating safe, secure, peaceful and natural settings for teaching and learning to take place.

Kaiako support an initiative to Clean the Streets. The children asked to look after Papatūānuku and te moana raukawa by collecting rubbish off the streets and playgrounds in our community every week or two.

Cloth Nappies

Each family is provided with the option to join our *cloth nappy scheme*, which enables them to be provided with a set of five cloth nappies for the sole use of their child at Daisies. An agreement is given out at time of enrolment. Once the agreement has been signed a set of nappies will be individually named and allocated.

Cloth wipes provided for use to wipe bottoms as a preference - compostable wet wipes are used as a backup. Cloth wipes are hot washed with cloth nappies midday and late evening.

Transport

Car pooling is encouraged whenever possible. Teachers are mindful of this when planning transportation to joint professional development or meetings.

Trains and busses are used whenever possible for children's excursions (including the weekly Nature Explore Programme).

Stroller rails are placed on the entrance deck at Te Purapura to encourage families who live nearby to stroll to and from Daisies.

There are sustainable transport incentives for staff.

Sustainable purchasing

As much as possible we bulk-buy products to reduce packaging and carbon footprint, eco-friendly cleaning products, local business products and made-in-NZ equipment and educational materials. We also shop at 2nd hand stores, collect and find natural resources for play, and gather recycled reusable objects.

We are certified as a Fair trade workplace as we purchase fair trade tea and coffee.

Bringing Nature into Daisies (for connectedness and exploration)

As part of our Nature Explore programme we encourage the children to gather collections of natural items for play.

We explore the elements of fire, earth, air and water in respectful ways to nurture the children's love and engagement with both the natural and living worlds. Candles and campfires are a regular feature in the daily and weekly programme, special ceremonies and family events.

Gardening

Seasonal gardens are planned and planted with fruits and vegetables in our front gardens. Children are actively engaged in the planting, growing and harvesting of our own vegetables which both attracts them to tasting new foods and adds another layer to our culture of sustainability.

Flower gardens are planned and planted with the children who take responsibility for nurturing and growing them for aesthetic pleasure. These flowers are also used for adding beauty to table settings at mealtimes.

Composting and worm farming are also active parts of gardening.

Rubbish Reduction and Recycling

We are committed to recycling and environmental education. We minimise unnecessary printed

material for parents and centre visitors, instead we use our website, online journals through StoryPark and electronic newsletters.

All the bins within the centre are clearly labelled with rubbish, recycling, food scraps or composting. Teachers and children share responsibility for categorising and depositing their waste in the appropriate bins.

We recycle to the highest standard possible in Wellington, recycling plastics, cans, cartons, paper, cardboard, hand towels and tissues.

We choose to use refilled ink cartridges at Te Pihinga rather than disposing of empties and replacing them.

We have a pig scraps bin for food scraps from the children's meals (other than meat which could spread diseases to pigs). Children take responsibility for scraping their plates and bowls, with the pride of knowing they are feeding the local farmer's pigs. We set aside fruit and vegetable scraps for the worms at morning and afternoon tea, for the children to feed them, with teachers' support.

Water Conservation

A water collection barrel is in place in the children's outdoor area. This water is used for watering the gardens. The children also save left-over water from drinks for the garden.

Water usage is monitored to keep a check on high and low usage with the intention of being mindful of unnecessary use.

Children are intentionally taught and made aware of the importance of water conservation

Power and Energy

To ensure we are being mindful of unnecessary power usage we monitor consumption by:

- Teachers actively responding to the Cento meter which alerts us to high power use during the day, by turning off lights and appliances not in use.
- Hanging out washing (at least one load a day) on clothes lines and/or racks.
- Comparing and analysing monthly power consumption levels as and when required.

Staff Sustainability

The Head Teacher ensures there is a positive emotional environment within the team. Team morale is maintained through positive interaction and appreciative acts such as *notes of appreciation* and *random acts of kindness*. A team harmony agreement reminds staff how they can actively contribute to team sustainability.

Daisies' provides all permanent employee Health and Well being vouchers, on the anniversary of 12 months' continuous employment.

Daisies staff and owners actively engage with the Enviro-Schools network.

Date Reviewed: 2021

Next review date: July 2024

Te Pokapū Mātauranga Kōhungahunga, Atawhai Hoki o Daisies Te Kaupapa Here mō Te Tiriti o Waitangi

Te pūtake

Kei te āhukahuka Te Pokapū Mātauranga Kōhungahunga, Atawhai Hoki o Daisies i Te Tiriti o Waitangi hei pukapuka whakapūmau mō Aotearoa. Ko te tūāpapa o te tuku ihotanga ahurea o tō tātou whenua; nā reira he motika tō ia tamaiti kia whiwhi ia i te mātauranga tērā e āwhina i a ia ki te noho mārama ki ngā mātāpono o Te Tiriti me tō tātou tuku ihotanga kākanorua.

Ngā kaupapa here

Kua whakaungia e Daisies he hononga ki te Mana Whenua ā-Iwi, ā, ka whakaute me te whakawhanake tonu i taua whanaungatanga.

Ka ako ngā kaimahi o Daisies ki te whakahua tika me te whakamahi tika i te reo Māori i roto i ā rātou mahi o ia rā. Ka whakarotomia te tautoko me te tohutohu haere tonu e pā ana ki te reo Māori me ōna tikanga e ngā hoa mahi me ngā kaiwhakahaere.

Ka whakaata te taiao o Daisies, tā mātou marautanga me ā mātou rauemi i tō tātou whenua kākanorua, reorua hoki.

Ka āta aro ngā kaimahi me ngā kaiwhakahaere o Daisies ki ngā tūmanakohanga o ngā mātua mō ā rātou tamariki.

Ngā manatunga

Ka whakarite a Daisies kia haere tonu tōna whanaungatanga ki a te Wellington Tenth Trust me Te Rito Maioha, mā te pōwhiri i a rātou kia haere mai ki ngā tūāhua hira, mā te whitiwhiti kōrero me rāua e pā ana ki ngā tikanga Māori, me te whai whanaungatanga ki ngā iwi Māori. Ka whakapakaritia hoki ngā whanaungatanga ki ngā Māori o Ngā Hau e Whā o Paparāangi.

Ka ahū mai ā mātou whakamaheretanga, tā mātou marautanga, me ā mātou aramatawai, aromātai hoki i te māramatanga pai ki te marautanga kākanorua o Aotearoa mō te mātauranga kōhungahunga, *Te Whāriki*. Ka whakaurua he arotake o tā Daisies kaupapa here mō Te Tiriti o Waitangi ki roto i ōna arotake rautaki ā-rima tau-

Ka tūhura ngā kaimahi me ngā kaiwhakahaere o Daisies i te tuku ihotanga Māori i ngā Tapa Tāone ki te Raki me te raranga i taua mōhiotanga ki roto i te marautanga.

Ka whakamahi ngā kaimahi katoa i te reo Māori i ia rā i roto ā rātou pāhekohekotanga ki ngā tamariki (me ō rātou whānau, mēnā e hāngai ana) mā ngā mihimihi, karakia me ngā matapakinga, ā, ka whakauru i ēnei ki roto i ngā pepa whai mana a Daisies. Ka tautokona ngā kaimahi, ngā mātua me ngā whānau kia nui ake ai ā rātou ako i te reo me ngā tikanga hei wāhanga o tō rātou whakawhanaketanga ngaio. Ka whakaurua te reo Māori ki roto i ngā rawa o te paetukutuku a Daisies.

Ka whakaata, ka whakaute anō hoki ngā rauemi a Daisies i tō tātou whenua, me te whakamahi i te nui tonu o ngā rawa o te ao tūturu i roto i te taiao. Arā hoki he taonga nō mua, te puoro me ngā pukapuka ka whakaata i te ahurea Māori.



Te Tiriti o Waitangi Policy

Te Whāriki (2017): *Principles of Empowerment, Holistic Development, Family and Community, Relationships. Licensing Criteria for Centre Based ECE Services: C1, C5, C6, C8,*

Purpose

Daisies Early Education & Care Centre (“Daisies”) acknowledges Te Tiriti o Waitangi as the founding document of Aotearoa/Zealand. It is the basis of our nation’s bicultural heritage; therefore, every child has the right to an education that helps them to develop an understanding of the principles of Te Tiriti and our dual heritage.

Policies

Daisies has established links with the Iwi Mana Whenua and will respect and develop that relationship.

Daisies staff will learn correct pronunciation of and use te reo Māori in their everyday practice. Ongoing support and coaching in relation to te reo me ona tikanga Māori will be provided by colleagues.

Daisies’ environment and resources and our curriculum will reflect our bi-cultural, bilingual nation.

Procedures

Daisies will continue its relationship with the Wellington Tenth Trust and Te Rito Maioha/ Early Childhood NZ; e.g., by inviting them to participate in special events and by consulting them in relation to tikanga Māori and relationships with Māori. Relationships with Māori at Ngā Hau e Whā o Paparāangi will be strengthened.

Our planning, curriculum, and assessment and evaluation will be based on a good understanding of New Zealand’s bicultural early childhood education curriculum, *Te Whāriki*. A review of Te Tiriti o Waitangi policy will be included in Daisies five-yearly strategic reviews.

Daisies staff and management will investigate Māori heritage in the Northern Suburbs and weave that knowledge into the curriculum.

All staff will use te reo Māori daily with children (and whānau, as appropriate) through greetings, waiata, karakia and in discussions, and will include it in Daisies documentation. Support will be given for staff to learn more te reo me ona tikanga Māori as part of their professional development.

Daisies resources reflect and respect our land, with plenty of natural materials in the environment. There are items of taonga ngā mua, music and books that reflect Māori culture.

Date Reviewed: August 2022

Next Review Date: July 2025 (or with the strategic plan renewal)