

Parents' Handbook



Update –
Jan 2020

www.gck.org.nz



General Information

Children

are

A



gift

FROM THE

Lord;

THEY are
A

reward

from Him.

PSALMS 127:3



197 Riddell Rd, Glendowie, Auckland, 1071

Tel: 09 575-2971

www.gck.org.nz

Glendowie Christian Kindergarten Information

Welcome to Glendowie Christian Kindergarten!

We provide quality care and education for your child in the context of Christian principles. We provide a programme of play and learning designed to encourage your child to gain the most from their early childhood years in a fun, warm and caring environment. Your child can begin at GCK between 2½ and 3 years of age, subject to availability of places. They may then stay with us until 5, working their way through to our specially designed 'Focus Fun Club' programme for children over 4, which is held every afternoon. Here your child can take their first steps towards independence in a safe and supportive environment, whilst learning about friendship and companionship with others. We have 4 teachers who are fully trained and registered and 2 teacher assistants. We operate a high teacher/child ratio of 1:7.5.

Parents who wish to spend time with their children here are always welcome. We appreciate parent helpers whenever they are available, and we encourage family get-togethers through a planned programme of social activities.

Your child will have a portfolio. This is a collection of documentation of your child's learning at kindy. Please feel free to read it, share it and comment on it.

Your feedback is always appreciated. Your enquiries will be dealt with professionally and confidentially. We look forward to a long and happy relationship with you and your child.

Kindergarten Hours:

Mon, Tues, Wed, Thurs, Fri: 8.45 am - 12.45 pm Bring morning tea and lunch

4 Year old programme:

Mon, Tues, Wed, Thurs, Fri: 12.45pm - 2.45pm

Children attending the 4 year old programme may stay for an all-day session (8:45 -2:45)

Fees

Hourly fee - all children	\$ 2.00
Enrolment Fee	\$92.00 to be paid on acceptance of a place.
Under 3 year olds	\$4.60 per hour (Mon, Tue, Wed, Thu, Fri)

An hourly rate of \$4.60 for each hour in excess of 20 hours per week.

GCK - A brief history

Glendowie Christian kindergarten was established in 1996 by a group of visionaries in order to provide high quality early childhood education and care within a Christian environment. Today it is a happy and busy centre where children benefit from the small group sizes and high teacher/child ratios, ensuring maximum direct contact time with adults, and minimum competition for resources and time. All of these factors together ensure that children attending this centre, receive a quality early childhood education.



Initial Familiarisation

Your child will settle best if the transition from home to Kindergarten is gradual. We suggest that you take the time to visit the Kindergarten for an hour or two with your child **before** their first day here. Talk to them in an excited and positive way about the Kindergarten experience they are going to have—it can be a little daunting for them. If your child finds it hard to settle, trust the staff to know how to handle them. If they continue to be distraught after you have left, we will contact you if you wish and ask you to return.

Please talk to staff about any anxieties you may have- we are here to help.

Behaviour Management

Children are encouraged to be caring towards each other and the environment. Staff model caring and positive interactions. Should behaviour require addressing, staff will adopt a gentle and positive approach of redirection.

Health & Safety

All qualified staff are trained in First Aid. In the event of an accident, appropriate steps will be taken, including the calling of an ambulance if required. Parents will be contacted as soon as possible.

Children who are sick with any infectious or contagious illness, including such illnesses as conjunctivitis, diarrhoea and vomiting or even a heavy cold (green nose, chesty cough) should not attend Kindergarten. Parents are asked to contact us **before 9am** if possible to advise us of any absence. Children on antibiotics should spend at least **one day** at home before returning.

Medication

This must not be left in children's bags but should be given to staff with clear instructions for its use and parents must sign an authority for staff to administer it. Staff will sign a record to indicate when medication has been given.

The Education Review Office (ERO) visited GCK in March 2016.

They said...

“A centre culture of care and respect provides a strong foundation for children's wellbeing and belonging. Children are confident explorers. They show initiative, ask questions, and capably manage their relationships with teachers and other children. Older children engage in imaginative and cooperative play for long periods.

Teachers interact respectfully with and listen carefully to children. Teachers use good questions to prompt children's problem solving and independent thinking. Children and teachers share information and ideas, work together and learn alongside each other. Teachers value the information that parents share about their children's home and community experiences. They have a deliberate focus on enhancing relationships with families.

The curriculum is highly effective in promoting positive outcomes for children. Literacy, science and mathematical learning opportunities are included in the programme in meaningful ways.”

Philosophy, policies and procedures

Our Parent Handbook which is situated in the parent library contains our Philosophy, policies and procedures. Please make yourself acquainted with its contents. On the parents' notice board we also display the philosophy, fee structure, complaints procedure, latest ERO report, staff profile and registration status as well as our Certificate of Licence. As we review our policies, we will inform you through newsletters for you to read and comment on. The details of expenditure of any Ministry of Education funding received is available on the Charities website.



Mission

A fun, Christian place for children to learn and grow, in partnership with parents and serving our community.

www.gck.org.nz



Vision

We strive for excellence in education where each child explores their God-given potential: intellectually, physically, spiritually and socially. Together with families and Glendowie Presbyterian Church we are building an incredible community where children are nurtured and loved.

www.gck.org.nz



GCK Philosophy Statement

Each and every child entrusted into our care is a unique individual created by God. We treat each child and their family with love and respect as they grow and develop within our wider "GCK Family".

The GCK learning environment strives to reflect and respond to the multicultural heritage of all our kindergarten families, as well as emphasising and celebrating the unique bicultural heritage of New Zealand.

In every part of our day, directly and indirectly, our Christian beliefs are modelled and incorporated. We believe that children can develop their total potential when education and care is offered within this loving environment of Christian character and values.

GCK encourages children to develop fully as unique individuals and as valued members of the community. Our philosophy of the importance of children learning through play is recognised and nurtured. The program facilitates children's curiosity, active exploration, self-paced and self-directed learning.

Our physical environment and the resources provided enable children to explore and develop physically, cognitively, emotionally, socially and spiritually as they are supported in an environment of freedom, dignity, respect and safety. The importance of conservation and a caring attitude are modelled and our children are encouraged to sustain, enjoy and respect the beauty of God's creation.

We believe that Early Childhood Education is an important collaborative partnership between parents/caregivers, whanau/hapu and Glendowie Christian Kindergarten. We endeavour to promote this partnership through all aspects of the children's experiences at GCK as they first transition into kindergarten and later onto school.



www.gck.org.nz

GCK Staff Profiles



**Kim James, B.Ed (Cum Laude), Post Grad Dip Spec.Needs
Centre Manager**

Kim has served on the Charitable Trust Board which manages GCK for many years, so is well versed with the kindy. Her three children have passed through GCK too! She holds a Bachelor of Education (cum laude) and a Post Graduate Diploma in Dyslexia and Learning Difficulties and has taught on 3 continents for a combined 14 years. As a committed Christian, Kim's personal values align strongly with the values and vision of the kindy.



**Karen Millar, B.Ed (ECE) AssocDip Social Studies
Teacher**

Karen joined GCK late in 2019 after many years teaching at a kindergarten in St Lukes. As a fully qualified ECE teacher with both a Diploma in Child Studies and a Bachelor of Teaching (Early Childhood,) Karen brings over 20 years of experience, passion and a will to make a difference which will stand GCK in good stead in the future. Karen currently works 4 days a week at GCK Tuesdays, Wednesdays, Thursdays and Fridays.



**Andrea Mason, B.Ed (ECE)
Teacher**

Andrea joined GCK late in 2019. She worked at Kohimarama Montessori Preschool for a year before having her first child. She then took a break from teaching to be a stay-at-home mum to her 3 daughters. Latterly she taught at Ponsonby Montessori Kindergarten and the Carol White Family Centre at Selwyn College. Andrea loves working with the wonderful teachers, support staff, children, families and community. She works 4 days a week at GCK - Mondays, Tuesdays, Wednesdays and Thursdays.



Catherine Millar, B.A. (Political Science) Grad Dip Tch (ECE) Teacher

Catherine joined GCK in 2012. She became interested in ECE teaching after attending Playcentre with her 3 children where she enjoyed exploring and experimenting with them, and finding creative ways to extend learning. She attended Auckland University in 2008 to complete her ECE teaching qualification. Although based in Glendowie, Catherine's husband's career took the family to live in the Middle East, Asia and Europe. Catherine works 3 days a week at GCK (Monday, Tuesday and Thursday). Catherine holds a BA (Political Science) and a Grad Dip Tch (ECE) from Auckland University.



Melinda McMillan B.A. Edu (K-7), Bach Edu (K-7), Dip of Educ. (ECE) Teacher

Melinda originally trained in Australia and worked in kindergartens in Australia, England and New Zealand before having her three children Elijah, Dashiell and Xavier. She has worked at GCK since 2015 Melinda currently works 3 days a week at GCK, Mondays, Wednesdays and Fridays and enjoys working alongside both the staff and children in such a caring, fun and stimulating environment.



**Nelleke Beldon
Teacher Assistant and Office Administrator**

Nelleke was born in Cape Town, South Africa and studied Radiography. She lived and worked in the SA and the UK before migrating to New Zealand in 2007 with her husband and two young daughters, settling in Glendowie. After being a stay-at-home mum, Nelleke accepted a dual role of GCK Office Administrator (Monday) and Assistant Teacher on Wednesday, Thursday and Fridays. She is currently studying for her ECE qualifications. She loves working with young children and enjoys their natural curiosity and eagerness to learn.



**Rose Walter
Teacher Assistant**

Rose has been associated with GCK for many years (her grandmother was one of the founders). She also attended when it first opened in 1996. In late 2012, she returned to her old kindergarten to assist and now works two days a week (Monday and Tuesday). She has gained a Certificate in Early Childhood Practice through Open Polytechnic.

GCK's "Focus Fun Club"

Welcome to our 4 year old programme

The GCK "Focus Fun Club" programme runs every day of the week from 12:45pm until 2:45pm. It is open to any four year old child, and they may have any number of sessions. Children attending the morning session may stay on for the full day when they turn four. We have two trained and registered teachers on each afternoon and a maximum of 15 children in each session. Priority for spaces will be given to children on the GCK morning roll.

The programme incorporates literacy, numeracy skills, some artwork and a major focus on science / technology activities. It is designed to extend the interests and abilities of the children attending, to provide them with an intellectual challenge, and to lay a foundation of skills which will be valuable for school. Local New Entrant teachers have been consulted, and their ideas incorporated into this programme.

The programme is also meant to be fun – this is a kindergarten, not school yet! Children are encouraged to experiment and explore, and their feedback is always very positive. They certainly enjoy being a member of "Focus Fun Club".

Staff

The "Focus Fun Club" is taught by two members of GCK staff. All our teachers hold early Childhood Education qualifications and full registration.

Session Times and Fees

The four year old programme runs every afternoon from 12:45pm until 2:45pm. Attesting parents of 4 year olds are offered 20 hours under the Government ECE programme. Fees for not attesting have been set at \$4.60 per hour and normal kindy fees of \$2.00 per hour are payable irrespective of attestation. There are no charges for public holidays, but charges will apply for an enrolled child who is absent.

What ERO says about us

The Education Review Office (ERO) visited GCK in September 2016 for a standard review of our kindy and this is what they had to say

"The Kindergarten is a calm, welcoming environment for children. Teachers have established caring and respectful relationships with children and their families. These relationships foster a sense of wellbeing and belonging. Children are happy and enthusiastically engage in the programme. They confidently make choices about activities and resources and often work with peers in groups. Teachers work closely alongside children, fostering their initiatives with open questions and prompts to explore equipment.

Teachers are responsive to children's individual needs and initiatives and encourage them to build on their interests over time."

Practical Issues

As with morning Kindergarten, we ask that you provide your child with a named set of spare clothes in case they require a change of clothing. The children are offered food from a shared platter during these sessions. We request that parents contribute two pieces of fruit to our fruit bowl on a weekly basis. Drinking water is available at all times.

The Routines

On arrival, children will be asked to find their name and move to the number of syllables in their name. They will then be free to choose their own activity from those offered. After a while the focus will turn to activities based on literacy and numeracy. They will be encouraged to take part, and to finish what they start. Following some further free play, the activities will focus on science or art. There is also some time outdoors to let off steam and develop some specific motor skills.

As their work will be kept to revisit during a later session, please do not expect to have items to take home each week. You are free to see it, but it will not go home until a project is complete.

Question and Answer Session

Can I visit during a session?

Certainly. We operate an “open door” policy and any parent may visit unless there are legal reasons why they may not.

Can any child attend?

As long as they are at least four years old and are properly enrolled they may attend. They do not need to be on the morning roll as well, although as the session is limited to 15 children, priority will be given to those who are.

Does my child need to bring anything?

Only a named set of spare clothes in case of mud or other accidents. Afternoon tea will not be part of the timetable, but fruit and water will be available.

Do I need to tell you if my child cannot attend?

We would certainly appreciate it.

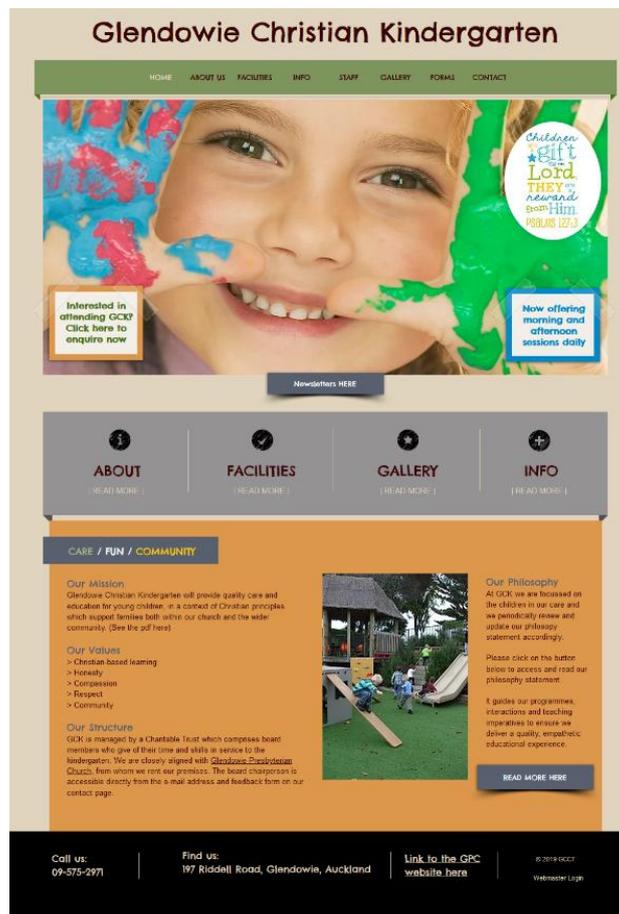


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GCK Website

GCK maintains a website in order to communicate more effectively with parents and the community. It is a central place for current parents to access information as well as an informational tool for interested families. It provides information on the kindy, enrolment procedure, happenings and relevant photos.

Forms, policies and general information are all to be found on our website.



(Version: Jan 20)

Annual Report to GPC - 2018

Glendowie Christian Charitable Trust, Incorporating The Glendowie Christian Kindergarten

“Children are a gift from the Lord, they are a reward from Him.” (Psalm 127.3)

I am pleased to submit my annual report which summarises the main activities in our kindergarten for the past year, giving an insight into the operation of this important outreach of GPC.

Structure:

A growing board membership for the year has helped to deliver on our strategy and governance responsibilities. At the annual general meeting in November we elected a new secretary to take over from Douglas Bradley. And we farewelled Mrs Kim James after many years of support in the staff liaison role on the Board. Over the course of the year we welcomed three new members, Lorissa as parent rep, and Kate and Annie as trustees. I have missed having the church minister on the Board and look forward to the arrival of the new minister and their involvement in the kindy.

The composition of the Trust Board at the end of the year under review is (*trustee):

- Sean Hofer (Chairperson)*
- Graeme Stewart (Secretary)*
- Kelvin James (Treasurer)*
- Jonathan Tudor (Member/Policies)*
- Kate Coetzee (Member)*
- Annie Steel (Member)*
- Corinne Mittens (Head Teacher)
- Lorissa Olsen (Parent Representative)

Summary of significant activities:

The Board has actively managed in the following areas this year:

- **Continued infrastructure investment** – a policy that is being successfully implemented over a number of years. We have installed high spec computers into the kindy office, have upgraded the internet access into the building to fibre, and have enabled cloud technology in the office. This provides the staff with a modern workplace in which to support our children. We have also completed a renovation for the children’s and teachers bathrooms that were sorely in need of maintenance and upgrading. The feedback has been fantastic - the teachers can now complete the hand-washing duties ahead of lunch in less than half the time!
- In December 2017, we introduced a **Christmas Chapel service** for the kindy children and their parents with a morning tea to follow. This was a very special event where the children

sang the Christmas songs usually reserved for the residents of St Andrews to the church and their parents. We are looking forward to repeating the event this year and preparations are almost underway inside the kindy.

- The delivery of a strong operating surplus for the year and increased net asset position. Continued **excellent parent contribution** both financially and through working bees and integrated events. No fee increases have been necessary since implementation in October 2014.

Kindy progress:

A 1.6 percent funding increase for ECE centres, effective from January 2019, was announced in the budget earlier this year. Whilst this increase brings to an end the many years of zero funding increases it means that the kindy needs to continue recovering its operating costs from parents. We have been able to maintain the viability of the kindergarten service through an excellent parent base and good relationships between parents, staff and board. The long term sustainability of GCK, and the affordable high quality Christian education it provides to the children in our community, consumes a significant amount of board resources as we look to ensure sufficient ongoing financial security and vision for the future.

Salient Financial Information:

For the 2018 financial year:

- Surplus recorded of \$30k
- Cash investments \$248k

Despite the tough financial times in this sector and our programme of asset renewal and investment, the kindy is in solid financial shape and is prepared to weather any headwinds.

Thanks:

- GCK continues to play an important role in the development of the children within our community - and thanks are due to Corinne and her staff who make the kindy the welcoming and happy place.
- We thank the property committee and the Parish Council for their ongoing support, and thank the church for ongoing prayers.
- To each member of the Board - I thank you for the generous ways in which you continue to support the kindy with your skills and time. I have no doubt with God as our guide we can continue to lead the kindy forward to start a spiritual journey for every child who passes through GCK and maintain governance over this important outreach activity.

Sean Hofer
Chairperson
15 November 2018

Glendowie Christian Charitable Trust
INCORPORATING THE GLENDOWIE CHRISTIAN KINDERGARTEN
Treasurer's Report : 2018

I have pleasure in submitting my annual report for FY18 which summarises the key financial activities and performance in our kindergarten for the past year.

Financial Highlights:

We are expecting to receive an unqualified audit report for the year under review (1 July 2017 – 30 June 2018) and these financial statements, once received, will be placed before the board for ratification and approval. Per Trust deed rules, they will then be lodged with the Church Parish Council and the Charities commission. This will close out our reporting obligations for another year.

Income Statement

In the face of funding challenges and rising costs, the outcome of the year has been positive for the kindergarten and we have returned a surplus for the year of \$30,161 (2017: \$34,262). I am particularly pleased to report this surplus, which is \$14,192 more than we had budgeted.

Significant optimisation of kindergarten places was undertaken (to ensure we maximised our available funding from the MOE), and careful spend management, has contributed to the positive outcome. Significant fiscal effort by the board has driven this result by balancing the investment strategy with sensible overall financial management through strong internal controls.

Looking at the financial information for the year we see that our revenue has increased from \$306,106 in 2017 to \$312,284 this year; and our total expenses rose from \$271,844 to \$282,123. This rise in our expenditure was planned with an increase in Salaries & Wages due to extra hours together with an accrual for audit fees for the first time.

Balance Sheet

Due to our careful cash management over the last few years, we were able to invest into the kindergarten again by purchasing a much needed interior shelving system and doing significant bathroom and floor renovations. We remain a kindy with enviable technology solutions and programmes, a theme on which we intend to expand in the future. We have also acquired and installed industry-leading soundproofing materials into the roof of the kindergarten to enable more focussed learning.

We continue to preside over a healthy cash position with cash balances of \$247,961 (2017: \$229,901). A sizeable portion of our funds reside in a term deposit at the ASB for a significantly enhanced return. Almost all of our non-cash investment remains in the fixed assets of the kindergarten, which have depreciated at \$20,226 this year (2017: \$20,437).

Budget

Our budget for 2019 has been debated, approved and deployed. We are projecting a surplus of \$14,198 in F19.

Summary of financial health

My thanks are due to the members of the board who have given significant time this year to assist cementing the financial viability of this kindergarten. It is often a thankless task but the superb financial health of GCK is testament to the effort put in by the board over several years. Overall the kindergarten remains in good fiscal health, despite tough financial times in the ECE sector, and we remain in a favourable position to continue investing for the future.

Kelvin James
Treasurer
15 November 2018

Evaluation of Glendowie Christian Kindergarten - 16/05/2016

How well placed is Glendowie Christian Kindergarten to promote positive learning outcomes for children?

Not well placed

Requires further development

Well placed

Very well placed

ERO's findings that support this overall judgement are summarised below.

Background

Glendowie Christian Kindergarten offers five morning sessions for children over two years of age and six-hour sessions for four year old children. Session hours were increased in 2015 to meet the needs of the community. The kindergarten's philosophy is based on encouraging children's learning in an environment of Christian character and values.

The kindergarten is operated by a charitable trust. Trustees are members of the Glendowie Presbyterian Church and are responsible for financial and operational matters. The head teacher has responsibility for daily management of the kindergarten. Most teachers have a long-standing association with the kindergarten and the local area. Five of the staff are registered teachers.

Positive features identified in ERO's 2013 report have been maintained. These include effective teaching practices and trusting relationships with children and families. ERO recommended that teachers improve internal evaluation and programme planning to better cater for individual children's learning. Teachers have made very good progress in these areas.

The Review Findings

A centre culture of care and respect provides a strong foundation for children's wellbeing and belonging. Children settle quickly into the programme and are confident explorers. They show initiative, ask questions, and capably manage their relationships with teachers and other children. Older children engage in imaginative and cooperative play for long periods.

Teachers value the information that parents share about their children's home and community experiences. They have a deliberate focus on enhancing relationships with families. Parents who spoke to ERO value family events and are highly satisfied with the kindergarten. They appreciate teachers' care and approachability, and their support for each individual child to settle into the kindergarten programme.

Teachers warmly welcome children and their families. They interact respectfully with and listen carefully to children. Teachers use good questions to prompt children's problem solving and independent thinking. Children and teachers share information and ideas, work together and learn alongside each other.

Teachers are committed to developing practices that reflect the bicultural heritage of Aotearoa New Zealand. They are becoming more confident to use waiata and basic words in te reo Māori during group times. Teachers could now work towards integrating more te reo Māori in spontaneous play situations.

The curriculum is highly effective in promoting positive outcomes for children. Creatively designed and thoughtfully presented indoor and outdoor areas prompt children's inquiry and investigation. Literacy, science and mathematical learning opportunities are included in the programme in meaningful ways. A focus on nutrition and physical activity is evident in daily activities. Teachers are working with local schools to consider how they can work together to better support children as they move to school.

Teachers skilfully use individual learning plans to document children's interests and next steps in learning. Assessment records show how well teachers recognise and celebrate the unique ways each child develops and learns. Children's profile books clearly display how teachers have supported children to make progress over time. Teachers recognise that planning for older children in the Fab4 programme could be strengthened by re-establishing links with *Te Whāriki*, the early childhood curriculum.

Teachers have developed shared understandings about effective teaching practices. Recent professional development has supported them to make useful improvements to internal evaluation systems. Governance systems have been established and the kindergarten's long-term and annual goals guide ongoing improvement.

Trustees should now work with the head teacher to ensure that kindergarten procedures are updated in a timely manner in response to regulatory changes. Trustees' plan to appoint an external appraiser for the head teacher is appropriate to support her professional development.

Key Next Steps

To build on existing good practices, the next steps for the trustees and teachers include:

- improving teacher appraisal processes
- embedding and strengthening internal evaluation processes
- continuing to develop bicultural practices.

Management Assurance on Legal Requirements

Before the review, the staff and management of Glendowie Christian Kindergarten completed an *ERO Centre Assurance Statement and Self-Audit Checklist*. In these documents

they attested that they have taken all reasonable steps to meet their legal obligations related to:

- curriculum
- premises and facilities
- health and safety practices
- governance, management and administration.

During the review, ERO looked at the service's systems for managing the following areas that have a potentially high impact on children's wellbeing:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; hygiene; excursion policies and procedures)
- suitable staffing (including qualification levels; police vetting; teacher registration; ratios)
- evacuation procedures and practices for fire and earthquake.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.

In order to improve current practices, trustees and the head teacher should ensure that:

- procedures and practices are updated in a timely manner in response to regulatory changes
- excursion and risk assessment management practices are improved
- teacher appraisal meets the requirements of the Education Council.

Next ERO Review

When is ERO likely to review the service again?

The next ERO review of Glendowie Christian Kindergarten will be in three years.

Graham Randell, Deputy Chief Review Officer Northern, 16 May 2016

The Purpose of ERO Reports

The Education Review Office (ERO) is the government department that, as part of its work, reviews early childhood services throughout Aotearoa New Zealand. ERO's reports provide information for parents and communities about each service's strengths and next steps for development. ERO's bicultural evaluation framework Ngā Pou Here is described in SECTION 3 of this report. Early childhood services are partners in the review process and are expected to make use of the review findings to enhance children's wellbeing and learning.

Information about the Early Childhood Service

Location	Glendowie, Auckland		
Ministry of Education profile number	20564		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	30 children, including up to 0 aged under 2		
Service roll	42		
Gender composition	Boys 22 Girls 20		
Ethnic composition	Māori	2	
	Pākehā	32	
	Chinese	2	
	Indian	2	
	Japanese	2	
	other ethnicities	2	
Percentage of qualified teachers			
0-49% 50-79% 80%	80%		
<i>Based on funding rates</i>			
Reported ratios of staff to children	Over 2	1:8	Better than minimum requirements
Review team on site	March 2016		
Date of this report	16 May 2016		
Most recent ERO report(s)	Education Review	January 2013	
	Education Review	August 2009	
	Education Review	June 2006	



Policies



GCK Policy "Assets"

Objectives

For all parties involved with GCK to understand the procedures for asset management.

Procedures & Strategies

1.

Purpose:

The Assets Policy includes two procedures. These are:

1. Equipment Loan Procedure
2. Equipment Maintenance Procedure

2. Equipment Loan Procedure

To provide appropriate guidelines for the borrowing of GCK equipment by staff/parents.

Procedure:

- GCK owns various items of equipment that staff may borrow from time to time for legitimate work purposes. At this time, these include four iPads. Other items may be added to this list in future.

Procedure for Staff:

- Staff wishing to borrow these items must do so by arrangement with the Head Teacher.
- Staff must supply the appropriate details in the book provided for this purpose.
- Any pre-existing damage to the item before borrowing must also be recorded in this book.
- Any item, once removed from GCK premises, becomes the responsibility of the staff member borrowing it.
- All equipment must be returned promptly and in the condition in which it left GCK.
- Any damage or loss is their responsibility and must be made good by them, whether or not their personal insurance applies. Staff must agree to accept this liability as a condition of borrowing the item.
- The laptop computers or iPads are not to be used for general internet access anywhere other than at GCK. Staff who breach this condition will be refused permission to borrow them again (see GCK Privacy Policy).
- If a staff member borrows the laptop computer or iPad to complete Storypark work at home, it is agreed by the staff member that internet access is allowed solely for the benefit of the Kindergarten and nothing else (see GCK Privacy Policy).



- Any costs associated with the loan of the equipment (eg, photo development/printing etc), are the responsibility of the borrower.

Procedure for Parents:

- GCK owns various items of equipment that parents may borrow from time to time such as chairs, tables, dress ups, CD's, books and drawing equipment.
- Parents wishing to borrow these items must do so by arrangement with the Head Teacher.
- Parents must supply the appropriate details in the book provided for this purpose.
- Any pre-existing damage to the item before borrowing must also be recorded in this book.
- Any item, once removed from GCK premises, becomes the responsibility of the parent borrowing it. Any damage or loss is their responsibility and must be made good by them, whether or not their personal insurance applies. Parents must agree to accept this liability as a condition of borrowing the item.
- All equipment must be returned promptly and in the condition in which it left GCK.

3. Equipment Maintenance Procedure

Purpose:

For GCK equipment to be safe and hygienic standards to maintained.

Procedure:

- All broken equipment is to be isolated or removed from GCK. If it is discarded then the equipment needs to be removed from the inventory.
- Staff are to record all damaged property in the maintenance booklet situated in the office, and inform the Head Teacher who will inform the property group who will fix it. When completed it will be ticked in the maintenance booklet.
- Cleaning equipment schedules are displayed around GCK.
- All outdoor equipment is to be safely stored in the shed or wooden boxes.
- Staff will carry out daily equipment checks and sign daily hazards list.

4. Hazards

Equipment, premises and facilities are regularly checked for hazards to children, staff, parents and visitors. Accident/incident records are analysed to identify hazards and appropriate action taken. All practicable steps are taken to eliminate, isolate, or minimise hazards, for the safety of the children, staff, parents and visitors.

Consideration of hazards includes, but is not limited to:

- Cleaning agents, medicines, poisons and other hazardous materials
- Electrical sockets and appliances
- Hazards in the kitchen or bathroom
- Hazards related to unforeseen damage eg: broken window, equipment breakage
- Bodies of water

These hazards are recorded and managed in accordance with the Health and Safety Act 2016.



Links to Licensing Criteria HS12

Regulation 45



GCK Policy

"Child Protection"

Objectives

For GCK to ensure it is providing and maintaining a safe environment for all children and to provide strategies for staff and/or families/whānau to be involved in issues, if they arise.

Policy Summary

This policy outlines our commitment to child protection. It includes our protocols when child abuse, or neglect, is reported to us or suspected by us. It also includes practice notes on measures to be taken to prevent child abuse. All staff are expected to be familiar with this policy and to abide by it.

Purpose Statement

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

We support the roles of the New Zealand Police (the Police) and Ministry for Children, Oranga Tamariki (MCOT) (formerly Child, Youth and Family or CYF), in the investigation of suspected abuse and will report suspected/alleged abuse to these agencies.

We support families/whānau to protect their children.

We provide a safe environment, free from physical, emotional, verbal or sexual abuse.

Policy Principles

- The interest and protection of the child is paramount in all actions.
- We recognise the rights of families/whānau to participate in the decision-making about their children.
- We have a commitment to ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, and are able to take appropriate action in response.
- We are committed to supporting all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are consistent and high quality.
- We will always comply with relevant legislative responsibilities.
- We are committed to share information in a timely way and to discuss any concerns about an individual child with colleagues or the Person in Charge (or Service Provider Contact Person - SPCP).
- We are committed to promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal.



For information about identifying child abuse visit the MCOT website (www.orangatamariki.govt.nz) and search for a publication called "Working With Others."

This resource is for people in social service agencies, schools and healthcare organisations, community and other groups who have close contact with children and families/whānau. It includes useful information about identifying possible child abuse and an assessment framework. Copies are also available in the office.

Procedures & Strategies

The Child Protection Policy includes 12 procedures. These are:

1. GCK goals
2. Core principle
3. Staff training, supervision and support
4. Preventing the possibility of child abuse in the centre
5. Limits on touching and professional behaviour
6. Responding to suspected or disclosed child abuse
7. Allegations or concerns about staff
8. What a parent should do if abuse in the centre is suspected
9. Parental advisory and training services
10. Recording of information
11. Confidentiality and information sharing
12. Reviews and evaluations of this policy

Purpose:

To provide a child protection policy concerning child abuse, defined as: the harming (whether physically, emotionally, or sexually), ill-treatment, abuse, neglect (physical, emotional, medical, educational, supervisory, or deprivation) of any child or young person, as a direct consequence of a deliberate act or omission by an adult, and which has the potential or effect of serious harm to the child.

A supporting document to help identify possible abuse or neglect is Child, Youth and Family "Signs of abuse and neglect" chart - [click here](#).

Procedure:

1. GCK Goals:

This Kindergarten is committed to protecting children against child abuse by developing staff expertise in:

- Ensuring the safety of our children first and foremost.
- Ensuring that all complaints are taken seriously and dealt with effectively.
- Ensuring that in the case of a complaint against a staff member, appropriate procedures are taken to protect the rights of that staff member.
- Providing clear guidance for management and personnel in respect of allegations received concerning children at the Kindergarten.
- Complying fully with any current legislation to ensure the safety of children and staff.
- Implementing a process which requires a full, accurate and prompt sharing of information (as permitted within the law).

2. Core Principle



The interest and protection of the child is paramount in all actions. If any person (parent or staff) has reasonable cause to suspect child abuse, his/her first obligation is to ensure that the child is safe from immediate harm. Immediately after, he/she will advise the Head Teacher and the service provider contact person (SPCP) without delay, who will immediately take steps to protect the child(ren), record the report and report the concern to MCOT.

In addition to guiding staff to make referrals of suspected child abuse and neglect to the statutory agencies (ie: MCOT and the Police), this child protection policy will also help staff to identify and respond to the needs of any vulnerable children whose well-being is of concern.

In many of these cases the involvement of statutory agencies would be inappropriate and potentially harmful to families/whānau. Throughout New Zealand statutory and non-statutory agencies provide a network of mutually supportive services and it is important for GCK to work with these to respond to need in an appropriate manner.

Staff members will discuss any suspicions with a senior staff member.

Where appropriate, the person making the allegation will be given a copy of this policy.

All matters related to individual cases are confidential to those directly involved and should, under no circumstances, be discussed with other staff, committee members, other parents, children, or any other person inside or outside of the Kindergarten. Failure of staff to comply with this policy can result in dismissal.

From the first instance child abuse is suspected, full and detailed written records are to be maintained of every related discussion, act, and/or incident that involves parent, child, accused, and/or staff member.

To download the "Child Abuse Reporting Process" flowchart [click here](#).

3. Staff training, supervision and support

All staff job descriptions and/or performance expectations include a requirement to read and understand this policy and to accept responsibility for its implementation. This policy will be read by all new staff as part of their initial induction programme. If asked, all staff must be able to locate a copy of this policy.

The SPCP and staff may be asked to obtain training, resources, and/or advice that will enable them to carry out their role in terms of this policy, particularly that which covers:

- Understanding child abuse and indicators of child abuse.
- Reducing the risk of child abuse in the Kindergarten.
- Understanding and complying with legal obligations in regard to child abuse.
- Working with outside agencies such as MCOT on child abuse issues.
- Planning of environment, programme, and supervision to minimise risk.
- Providing staff training and advice on child abuse policies.
- Dealing with child/parents.

This policy will be part of the initial staff induction programme.



4. Preventing Child Abuse in the Kindergarten

- a. Design: The centre has been designed to ensure that the risk of adults being left unobserved by others with a child or small group is minimised.
- b. Supervision: All children are to be within sight of the staff member responsible for them at all times and where practical, all staff can be observed by other staff members. This shall apply both indoors and outdoors.
 - i. Toilets: Where necessary and appropriate, a staff member should supervise children in the toilet/bathroom area. All parts of the toilet/bathroom area where children can go are able to be readily observed by staff supervising. The staff supervising children shall, as far as practicable, be able to be observed by one other staff member. Doors to the toileting area shall be left open. Staff shall, where possible, supervise no less than two children at a time in the toileting area.
 - ii. Outings: An appropriate ratio of adults to children for all trips, as determined in the trip notification, will occur. Supervision rules shall apply to outside visits. Any impromptu excursions will comply with the early childhood regulations ratios. No child may be taken from the Kindergarten by any staff member or adult (except in emergencies) without permission of the parent and without the specific knowledge of the Head Teacher. Outside visits are to be recorded in the Kindergarten diary (who, duration, and purpose) and will not be with less than two adults in attendance. Unless otherwise agreed with the children's parents, there should always be at least two staff in attendance on any outing. Trip notices and permission slips shall be kept for future reference, for a period of twelve months.
- c. Recruitment and employment - application screening:
 - i. Safety checking will be carried out in accordance with the Vulnerable Children Act 2014, including a police vet and identity verification
 - ii. The Kindergarten will include on staff application forms a declaration by the applicant that they have not been convicted or accused of crimes against children. Permission will be sought to check all previous employers. All recent employment positions are required to be disclosed and will be checked. Previous employers may be specifically asked whether they had any cause to suspect the applicant's involvement in child abuse.
 - iii. Trainees with little or no previous employment record in an early childhood centre will be asked to supply character references from responsible persons as to their suitability to supervise and work with young children.
 - iv. All selected applicants will be interviewed according to a carefully planned structure. All successful applicants and staff will be subject to a police vetting check, as required by the New Zealand Teaching Council.

If there is any suspicion that an applicant might pose a risk to a child, that applicant will not be employed.
- d. Visitor supervision and limits:



- i. Parents, families and visiting early childhood colleagues are generally welcome to be in the Kindergarten at all times, and parents are welcome to participate in centre activities.
- ii. Visitors, other than parents, families, and other early childhood colleagues, are not encouraged unless on official business. All unrecognised visitors to the Kindergarten shall be questioned by the nearest senior staff member ("Can I help you?") to ascertain their business. Visitors without good reason to be on the premises will be asked to leave.
- iii. The Head Teacher and all staff shall ensure visitor and contractors on official business in the Kindergarten shall not be left unsupervised and that they sign the visitor's book.
- iv. No persons other than employed staff shall be given tasks which involve nappy-changing, toileting, or responsibility for supervision of children. Parents and other visitors may only be given tasks under direct supervision of a staff member. (See guidelines for Relievers, ESW's and Volunteers).

5. Limits on Touching and Professional Behaviour

Whilst it is appropriate to respond to a child who initiates physical contact in seeking affection, or who needs reassurance or comfort, it is not appropriate to force any form of unwanted affection or touching on a child. Touching should not be initiated to gratify adult needs.

Physical contact of children during changing or cleansing must be only for the purposes of that task and not more than is necessary for that task.

Any person who perpetrates or colludes with any sexual act on or with a child will be **instantly dismissed**.

6. Responding to Suspected or Disclosed Child Abuse

Where child abuse is either suspected or disclosed, the first priority is ensuring the child's safety from immediate harm. Staff members shall immediately notify the Head Teacher and the SPCP upon any suspicions of child abuse. No staff member will take any action alone in these matters and any action taken, or discussion incurred, should only be after consultation with the Head Teacher and the SPCP. Where appropriate, the person making the allegation will be given a copy of this policy.

When reporting suspected child abuse/neglect, staff responsibilities include:

- a. Immediately securing the child's safety.
- b. Informing the Head Teacher and SPCP.
- c. Listening to the child and reassuring him/her that he/she did the right thing in disclosing.
- d. Writing down what the child said (staff will not formally interview the child).
- e. Obtaining only the necessary relevant facts.
- f. Recording the context and events surrounding the concern.
- g. Recording comments from other staff present when the suspected abuse or disclosure occurred.



- h. Refraining from taking photos, as this could interfere with a police investigation and be seen as a breach of privacy.
- i. Re-involving the child in usual activities if he/she is not in immediate danger and is not upset.
- j. Getting support for him/herself from appropriate resources.

From the first instance of suspected child abuse, full and detailed written records are to be kept of every related discussion, act, or incident that involves parent, child, accused, and/or staff member. Staff should not assume responsibility for action or advice beyond the level of their own expertise. Senior staff should be able to explain common indicators exhibited by a child who has been subject to abuse.

When advised about an incident or allegation, the SPCP shall ensure the child's immediate safety. Where there is reasonable grounds to suspect that a child has been, or is subject to abuse (but not in immediate danger) the SPCP will arrange for the child to be observed and a confidential record initiated. The SPCP will document in writing both the allegation, as well as a diary version of the process including any physical/behavioural observations and anything said by the child (including date, time, and who was present).

Where there is some doubt that an instance of child abuse has taken place, the SPCP may determine that an independent mediator, such as ECC or ECD, be relied on to ensure that the policy has been followed and an investigation has been conducted fairly and fully.

If it is clear from information or investigation that there is clear evidence or reasonable cause to believe of an instance of child abuse having occurred, the SPCP will notify MCOT and/or the Police. The SPCP is responsible for managing the referral process, including notifying the Oranga Tamariki Contact Centre (phone: 0508 326 459, e-mail: contact@ot.govt.nz) or the Police if there is clear evidence or reasonable cause to believe an instance of child abuse has occurred. The SPCP shall provide the following information when notifying MCOT and/or the Police:

- a) His/her name and contact details.
- b) Name of child/children (also known nicknames).
- c) Date of birth (if known).
- d) Ethnicity (if known)
- e) Name of caregivers, parents, and other family members, as well as current living situation.
- f) Current legal custodians.
- g) Reasons why it is believed that the child is at risk.
- h) Other significant background information.
- i) Any concerns for their physical safety in making this notification.

The SPCP is advised to follow the advice of MCOT and/or the police, avoid further risks to the child, and ensure that there is no contact between the child and the person whom the allegation is against while the child is attending the centre.

If it is clear from the evidence that parent(s) are not involved as parties to the alleged abuse, the Head Teacher and SPCP may, if appropriate, advise them in a suitable, professional and sensitive manner that an investigation has been initiated. The necessary steps will be taken to ensure that they have support, information, suitable referrals, and support services.



7. Allegations or concerns about staff

The SPCP will first ensure the immediate safety of the child concerned. Initial report of any incident must be written down in full as soon as possible. Where appropriate, the SPCP will discuss the incident as soon as practical with the staff member and other possible witnesses.

The staff member's version of the incident will be examined before any decision is made and that staff member will be informed of their right to seek legal advice and provide them with an opportunity to respond

Where the investigation takes more than one day, the staff member may be asked to carry out alternative duties or suspended until a full investigation can be completed. Appropriate support will be accessed for the staff member.

Where there is substantive evidence that an instance of child abuse may have taken place, the SPCP needs to do the following:

- a) Contact and maintain a close liaison with MCOT. The SPCP will consider the advice of MCOT as to whether the Police will be advised, unless it is clear that a criminal offence has taken place, in which case the SPCP will advise the police directly.
- b) Consider whether it is appropriate for the staff member to remain on the Kindergarten's premises or to be suspended while the investigation occurs. This should be done in consultation with the police and the SPCP.
- c) Recommend staff seek support from the union or other representatives.
- d) Ensure records are kept of any comments or events relating to the complaint(s) and/or allegations and follow-up action is taken and documented.
- e) The parent of the child (or children) affected will be advised, as determined by MCOT and/or police in consultation with the SPCP.

While the protection of the child shall be paramount, and the obligation of the SPCP shall be a full and fair investigation, the impact of this situation on staff members should not be forgotten or taken lightly. Care will be taken to ensure that the presumption of innocence of those accused or implicated will be maintained until investigations are complete. Counselling time off will be offered to staff that have been accused wrongly.

It is vital to follow ordinary disciplinary policies, guided by the employment contract/collective employment contract and relevant statutory obligations.

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

8. What a Parent should do if Abuse in the Kindergarten is Suspected

All suspicions, observed incidents, or reports of incidents, should be reported directly to the Head Teacher and SPCP as soon as possible. The Head Teacher and SPCP will immediately take steps to protect the child, record the report, and institute an investigation.



The parent who has made the allegation or report must not discuss this with other staff, the person(s) involved in the alleged abuse, other parents, or persons outside the Kindergarten until after a full and fair investigation has taken place.

The parent of the child (or children) affected will be advised as soon as possible after investigations are reasonably complete.

9. Parental Advisory and Training Services

A full copy of this policy shall be made available to parents in the parent handbook. In addition, the full policy will be appended to the parent notice board. Advice, as appropriate, will be provided via the parent newsletters.

10. Recording of Information

All observations, after an investigation has been notified, shall be kept in writing in a confidential manner.

11. Confidentiality and information sharing

The Privacy Act 1993 and the Oranga Tamariki Act, formerly the Children, Young Persons and their Families Act 1989, allow information to be shared to keep children safe when abuse or suspected abuse is reported or investigated. Note that under sections 15 and 16 of the Oranga Tamariki Act, any person who believes that a child has been, or is likely to be, harmed physically, emotionally or sexually, or ill-treated, abused, neglected or deprived may report the matter to MCOT or the Police and, provided the report is made in good faith, no civil, criminal or disciplinary proceedings may be brought against them.

12. Review and evaluation

This policy will be reviewed by the Trust Board and all staff members at least every three years, or after any incident or occasion in which significant elements of this policy have been implemented.

Linked to Licensing Criteria: HS 31



GCK Policy "Communication"

Objectives

For GCK to provide clear and informative communication to all staff and families through a range of methods.

Procedures & Strategies

Our communication policy is outlined below in the following sections:

1. Communication Methods
2. Communication with Parents and Whānau

1. Communication Methods

Purpose:

GCK will use a range of methods to communicate information to families and whānau, and staff.

Procedure:

Methods of communication GCK use are:

- Newsletters
- Notice boards within GCK
- Email
- Website
- Storypark (to keep parents and whānau informed about children's work and play at Kindy)
- The above are all important methods of communication with parents and whānau.
- The following information will be displayed on notice boards inside GCK or is available on request or publicly as indicated in brackets next to the relevant information:
 - Audited Annual Financial Statements (on Charities Register website)
 - Building Warrant of Fitness (displayed in the foyer of the Glendowie Presbyterian Church adjoining GCK)
 - Centre Licence
 - Children's Observation Sheet (kept in GCK office)
 - Childcare Regulations (kept in the Parent Handbook by the notice board inside GCK)
 - Complaints Policy Regarding Complaints Procedure (kept in the Parent Handbook by the notice board inside GCK)
 - Earthquake/Fire Procedures (kept in GCK office)
 - Trust Board Minutes (electronically stored in GCK Googlegroup).
 - Newsletters (electronically generated in Cakemail with copies kept on GCK Googlegroup)
 - List of Persons Responsible



- Parent Policy Folder (kept in the Parent Handbook by the notice board inside GCK)
- Philosophy Statement
- Programme Plans (kept in GCK office)
- Staff Qualifications (kept in the Parent Handbook by the notice board inside GCK)

2. Communication and Consultation with Parents and Whānau

Policy

We recognise parents and whānau are the life-long educators and teachers of values to children and it is the role of staff to work in partnership with them.

We will provide opportunities for parents and whānau to communicate the needs and aspirations they have for their child and consider this information when making decisions on the child's care and education.

The decision making process will reflect the sensitivity to different cultural customs of the families attending the centre.

Procedure:

- Shared information forms (All About Me) will be given to parents at enrolment.
- Portfolios available in the Kindergarten for parents to read and write a response and provide feedback for staff.
- Philosophy statements are displayed in portfolios and on the notice board.
- The programme documentation is kept in the office and is always available for parents to read.
- There is formal and also informal communication between parents and staff regarding the care and education of their children.
- Parents and whānau are welcome to approach any staff at any time regarding the care and education of the children.
- The activities of the centre are a reflection of the ideas and aspirations of the parents, whānau, staff and Ministry of Education requirements.
- Parents are involved in the happenings of GCK - such as Trust Board, Sub-Committees, trips, working bees and regular family evenings etc.
- Centre policies are displayed to parents and whānau for feedback and consideration. Parents' voice forms, to provide feedback, suggestions or comments, are available by the sign-in sheet or from the office.
- An important role for staff is informing parents and whānau of the up-to-date research, current issues and developmentally appropriate activities in Early Childhood Education and how these are implemented in the centre (providing appropriate literature is an important aspect of this).
- Information and guidance are sought when necessary from external agencies/services to enable staff providing education and care to work effectively with children and parents.

Links to Licensing Criteria: C11, C12, GMA2, GMA1



GCK Policy "Complaints"

Objectives

For GCK to have comprehensive procedures in place for all complaints relating to the centre and that this is available to all related parties to access.

Procedures & Strategies

The Complaints Policy includes two procedures. These are:

1. Complaints Procedures
2. Licence Complaints

1. Complaints Procedures

Purpose:

To ensure that there is a robust procedure for staff and parents for complaints to be made and managed.

Staff Complaints Procedure:

- In the case of a complaint against a member of staff, parents/caregivers should, in the first instance, approach the Head Teacher. The complaint should be discussed and recorded in writing. The Head Teacher should undertake to deal with the matter and respond to the complainant within seven (7) working days. The action taken should also be recorded.
- If the matter is not able to be resolved to the complainant's satisfaction, they should then record their complaint in writing and deliver it to the Staff Liaison contact or Board Chairman, on the Trust Board. Once again the complaint should be recorded in a complaints register, and a written response sent to the complainant within seven (7) working days. The action taken and the result must also be recorded.
- In the event that the problem has still not been satisfactorily resolved, the complainant may wish to approach the Glendowie Christian Charitable Trust, or, in extreme cases, the Ministry of Education.
- Complaints about breaches of licence conditions should be dealt with as outlined below.

Other Complaints Procedure:

- For any other complaints please discuss with the Head Teacher or contact the Chairman or Secretary of the Glendowie Christian Charitable Trust Board.

Linked to Licensing Criteria GMA1

Regulation 47



2. Licence Complaints

Procedure

Purpose:

The Licence granted to the GCK by the Ministry of Education will be prominently displayed at all times in the Centre. It specifies our permitted operating hours, maximum number of children, and their ages, and the minimum number of staff required. It is an important legal document.

The Service Provider Contact person (SPCP) is a representative of the Glendowie Christian Charitable Trust Board, which administers GCK.

Procedure:

- Parents who believe GCK has breached the terms of its licence should complain in writing in the first instance to the SPCP, as named on the licence.
- This complaint should be recorded by the SPCP, as should the actions taken to address it.
- The SPCP should respond to the complaint in writing within seven days outlining action taken.
- Parents who believe that grounds for complaint still exist, and who feel unable to have the problem resolved by the SPCP, should address their complaint in writing to the Ministry of Education, Auckland Regional Office, Private Bag 92644, Symonds Street Auckland 1150.

Parents are entitled to view a copy of the Education (Early Childhood Centres) Regulations (2008), which govern all aspects of our operations, and/or the most recent ERO report which are displayed on the notice board.

Regulation 47

Licensing criteria GMA 1



GCK Policy

"Diversity & Inclusion"

Objectives

To ensure that GCK recognises a variety of cultures and abilities in their teaching and behaviour within the Kindergarten. To respect and support the right of each child to be confident in their own culture and abilities and encourage children to understand and respect other cultures.

Procedures & Strategies

The Diversity and Inclusion Policy includes:

1. Inclusion Procedure
2. Te Reo Maori Procedure

1. Inclusion Procedure

Purpose:

For GCK to ensure the inclusion of all students.

Procedure:

Glendowie Christian Kindergarten recognises and values the right of all children, regardless of race, gender, religion or ability to access the Early Childhood Education Centre of their choice.

To this end, staff and management of GCK will:

- Ensure that no policies or practices exist within the Kindergarten that discriminate against any child or adult.
- Ensure that all children are enabled to access all parts of the programme.
- Provide resources that reflect many different cultures.
- Provide resources that reflect men and women in typical and non-typical roles.
- Respect other religious practices in so far as this does not contravene the Centre's Christian philosophy and teaching.
- Provide resources that reflect children and adults of different abilities and disabilities.
- Ensure that children with Special Needs who enrol at the Centre are provided with access to appropriate specialist help, and that where necessary and Individual Education Plan is developed and followed for that child.*
- Ensure that any speech or actions within the Centre, that are seen to be discriminatory, are swiftly, but not harshly, challenged and corrected.



(* - GCK's obligation to inclusive education is backed by the New Zealand Curriculum, Te Whariki (the early childhood education curriculum) founded on the Education Act 1989 -
see - www.education.govt.nz/school/running-a-school/inclusive-education/)

2. Te Reo Maori

Purpose:

To outline how, why and when Te Reo Maori is used within the Kindergarten. GCK staff and management recognise the unique place of Maori in New Zealand as Tangata Whenua. They seek to adopt practices that reflect the principle of partnership inherent in the Treaty of Waitangi (RTC 1, 10).

Procedure:

- Staff will incorporate the use of Te Reo Maori into most of their large group teaching times (mat times) to some degree, whether in spoken language, through songs or in stories.
- Staff will endeavour to model the use of Te Reo Maori during other interactions with small groups and individuals.
- Staff will endeavour to incorporate activities that reflect Maori culture, where appropriate.
- Recognising that none of the current (2018) staff are native Te Reo speakers, management have provided relevant and current teaching material for staff. All staff are encouraged to access this material, and will be encouraged to attend relevant professional development courses, when available, although attendance at these will be at the discretion of the individual.

Linked to Licensing Criteria: C5, C6



GCK Policy

"Email/Internet usage policy"

Objectives

For all parties involved with GCK (the Kindy), and specifically members of staff and the Board, to understand the procedures for e-mail and internet usage.

Policy

As a staff member or board member of "GCK" using its information technology services, you are provided with access to the vast information resources of the Internet to help you do your job faster and smarter, in particular the use of Storypark, involving the taking and managing of photos.

The facilities to provide that access represent a considerable commitment of resources for telecommunications, networking, software, storage, etc. This E-Mail and Internet Usage Policy is designed to help you understand the expectations for the use of those resources in the particular conditions of the Internet, and to help you use those resources wisely.

This policy applies to all users of "GCK" owned and operated computer systems and networks. Any exceptions to this policy require the express written consent of both the Head Teacher of GCK and the Chairman of the Board or in his absence, two members of the GCK Board.

Any staff member who discovers a violation of this policy shall notify the Head Teacher of GCK, who in turn will notify the Chairman of the Board.

Any staff member who violates this policy or uses the Internet system for improper purposes shall be subject to discipline, up to and including discharge.

1. The use of "GCK's" Internet and e-mail systems is intended for "GCK" business including research, communication, Storypark management and professional development within the broad objectives of the Kindy.

2. GCK has software and systems in place that can monitor and record all Internet usage. We want you to be aware that our security systems are capable of recording (for each and every user) each World Wide Web site visit, each chat, newsgroup or email message, and each file transfer into and out of our internal networks, and we reserve the right to do so at any time. No employee should have any expectation of privacy as to his or her Internet usage. Our managers may review Internet activity and analyse usage patterns, and they may choose to discuss this data at a Board level to assure that company Internet resources are devoted to maintaining the highest levels of Early Childhood Education.



3. The confidentiality of any electronic message using "GCK's" e-mail or Internet system should not be assumed. Even when a message is erased, it is still possible to retrieve and read that message.

4. Personal use of Internet and e-mail services cannot interfere with GCK operations and normally should be limited to non-working hours (breaks, lunch, before/after hours).

5. E-mail and Internet services, or any other network or computer resources, shall not be used for viewing, archiving, storage, distribution, editing or recording of threatening, obscene, harassing or derogatory material; or transmittal of material that is confidential to GCK (e.g. pupil lists, accounting records, teaching plans, etc).

6. E-mail and Internet services, or any other network or computer resources, shall not be used for the viewing, archiving, storage, distribution, editing or recording of any kind of sexually explicit image, material or document.

7. GCK has no control over the information or content accessed through the Internet and cannot be held responsible for its content.

8. Use of the e-mail or Internet systems to receive (download) software programs, utilities or software extensions is prohibited without prior authorization from GCK's Head Teacher and Board (but is not limited to) screen savers, games, apps and utility programs. It does not include files such as Word documents, Excel documents, Adobe Portable Document Format (pdf) files, photo and other files related to Storypark, and programmes to support usual day to day management of the Kindy.

9. Any software or files downloaded via the Internet into the GCK network become the property of GCK. Any such files or software may be used only in ways that are consistent with their licenses or copyrights.

10. No staff member may use GCK IT facilities knowingly to download or distribute pirated software or data. The use of file swapping software on GCK computers and networks is prohibited.

11. No employee may use the company's Internet facilities to deliberately propagate any virus, worm, Trojan horse, or trap-door programme code.

12. No employee may use GCK's Internet facilities knowingly to disable or overload any computer system or network, or to circumvent any system intended to protect the privacy or security of another user.

13. GCK's Internet facilities and computing resources shall not be used knowingly to violate the laws and regulations of New Zealand or other region, City, nation. Use of any GCK resources for illegal activity is grounds for immediate dismissal, and we will cooperate fully with any legitimate law enforcement activity.



14. Users of GCK's information systems are prohibited from using password protection to restrict access to files on GCK systems, without authorisation from The Head Teacher and the Chairman of the Board.

15. Each staff member using the Internet facilities of GCK shall identify himself or herself honestly, accurately and completely (including one's GCK affiliation and function where requested) when participating in chats or newsgroups, or when setting up accounts on outside computer systems.

16. The chats, newsgroups and e-mail of the Internet give each individual Internet user an immense and unprecedented reach to propagate GCK messages and tell our story. Because of that power we must take special care to maintain the clarity, consistency and integrity of GCK's image and profile. Anything a staff member writes on the Internet in the course of working for the Kindy can be taken as representing GCK's name and profile. For this reason, users of GCK's e-mail system are prohibited from using their GCK e-mail address or otherwise identifying themselves as employees of GCK when participating in non-work related online discussion forums, bulletin boards, web sites, or chat sessions. Temporary or contract workers are not permitted to use GCK e-mail and Internet services unless authorised by The Head Teacher and Chairman of the Board.

17. Staff members are reminded that chats and newsgroups are public forums where it is inappropriate to reveal confidential GCK information. Staff members releasing protected information via a newsgroup or chat - whether or not the release is inadvertent - will be subject to review and possible discipline.

19. GCK retains the copyright to any material posted to any forum, newsgroup, chat or World Wide Web page by any staff member in the course of her/his duties.

20. Use of GCK Internet access facilities to commit infractions such as misuse of company assets or resources, sexual harassment, unauthorized public speaking and misappropriation or theft of intellectual property are also prohibited by general GCK policy, and will be addressed under the relevant provisions of policies.



www.gck.org.nz

GCK Policy

"Enrolment & Fees"

Objectives

GCK aims to provide all new, and current, families with clear and concise information relating to enrolments and fees.

Procedures & Strategies

The Enrolment and Fees Policy includes two procedures:

1. Enrolments
2. Fees

1. Enrolment Procedure

Purpose:

To inform all parents and families of the requirements for, and process of, enrolment.

Procedure:

- At GCK we recognise all children as precious and unique individuals. We welcome enrolments for all children, regardless of gender, ethnicity or ability.
- Pre-enrolment forms are available from the Kindergarten or website.
- Parents are required to support their enrolment application with a photocopy of their child's birth certificate or Resident's Visa.
- Parents must also provide a photocopy of their child's vaccination records.
- Once enrolled, children may begin at GCK from the age of two years and six months, on condition they are reliably toilet-trained and provided the required space is available.
- Minimum number of 2 days per week is required as this helps children in their socialisation.
- Two weeks' notice of leaving is required or 2 weeks fees in lieu may be charged, except when children are leaving to go to school.
- If you require your child to stay at GCK beyond their fifth birthday, please advise the centre manager with three months' notice so we can account for them. Their place beyond their fifth birthday cannot be guaranteed without this written notice.
- Siblings of children already attending the morning session get preference and are moved to the top of the waiting list when they turn 3 years old.
- Siblings of children already attending can be placed on the waiting list earlier than 18 months of age.
- Children of new families can be put on the waiting list from 18 months.
- The GCK Trust Board reserves the right to close the waiting list at their sole discretion.
- Staff will go through with parents/caregivers an induction process checklist upon the child starting at GCK. Staff will follow up with parents to make sure that they are familiar with the check list.

Focus Fun Club

- Children attending a morning session at GCK are given preference when a space is available.

2. Fees Procedure

Purpose:

This policy is to clearly outline the fee structure GCK has in place so parents are suitably informed of their financial obligations.

Fees are required in order for GCK to maintain a quality learning environment for all children and we cannot rely solely on the Government Funding for our operating income.

Procedure:

- Discretionary fees are charged on an hourly basis, at a rate determined by the GCK Trust Board.
- Children without Permanent Residence status will be charged fees at a higher rate, as a result of changes to the Government Funding policy.
- Invoices are issued in arrears each term, and fees should be paid for the term within seven days of receiving the invoice.
- Two weeks' notice of leaving is required, or two week's fees in lieu may be charged
- This does not apply when children are leaving to go to school.
- Once parents indicate that they would like their child to do more hours and this will put the child over the 20 hours, then a note will be given to the parent acknowledging the fact that their child is over the 20 hours and that additional fees will be charged.

FEE SCHEDULE

Fee Type	Amount Billing	Type & Frequency
Over 3 Years Old		
Enrolment Fee	\$80.00	Once only, billed on enrolment
Discretionary Attendance Fee	\$2.00	Per Hour spent at GCK, billed per term in arrears
> 20 Hours / week	\$4.60	Per Hour exceeding 20 hours, billed per term in arrears
Focus Fun Club	\$25.00	Materials fee - once off.
Under 3 Years Old		
Enrolment Fee	\$80.00	Once only, billed on enrolment
Discretionary Attendance Fee	\$2.00	Per Hour spent at GCK, billed per term in arrears
Mon - Fri (8:45 am - 12:45 pm)	\$18.40	Per session / day, billed in arrears



www.gck.org.nz

GCK Policy "Family"

Objectives

For GCK to offer strategies and information for relating to and supporting all families.

Procedures & Strategies

The Family Policy includes two procedures. These are:

1. Recognising Parents Needs and Aspirations
2. Separated Parents Procedure

1. Recognising Parents' Needs and Aspirations

Purpose:

The Centre acknowledges parents and whanau needs and aspirations for their child by providing opportunities for parents and whanau to communicate these to the staff. The Centre acknowledges that early childhood education is a partnership between parents, whanau and the centre. The management and staff will ensure that parents/whanau have both the right and opportunity to share in decisions about their child's care and education.

Procedure:

- The decision making process will reflect sensitivity to different cultural customs of the families attending the centre, in so far as these are consistent with the Christian philosophy of the Centre.
- The centre will provide an opportunity, when the child enrolls at the centre, for parents and whanau to communicate any special needs and aspirations they have for their child. This information will be recorded and kept with the child's file and communicated to those staff who will be working with the child.
- Provision will be made for ongoing communication and interaction with parents/whanau about the curriculum of the centre.
- The Centre will provide photographic reflections of the children and activities occurring in the Centre these can be viewed on Story park and in portfolios.

Linked to Licensing Criteria *GMA 2,3* and *C 11,12*

2. Separated Parents Procedure

Purpose:

To give guidelines to parents who are involved in a separation or divorce.

To inform staff at the centre of their responsibility towards children whose parents are involved in a separation or divorce.

Procedure:

- It is the responsibility of the parent for informing the centre of the custody and access arrangements. The centre cannot be held responsible if the parent has not informed us of the legal arrangements.
- It is necessary to know how the law defines the difference between "custody" and "guardianship" and the rights which apply to both. Section 3 of the Guardianship Act 1968 defines them as follows:
- Custody means the right to possession and care of a child.
- Guardianship means the custody of a child and the right of control over the up-bringing of a child. It includes all rights and duties in respect of persons charged by law with the upbringing of a child.

The Early Childhood Regulations 2008 state that:

- The Service provider contact person (SPCP) of a centre is to record the names of the following people who:
 - May collect the child from the centre.
 - By law, have a right of access to the child.
 - By law, are forbidden to have access to the child.
 - By law, have a right of access to the child subject to conditions.
 - Copies of Court order
- If a parent states that another parent or guardian has restricted or no access to their child, then a copy of the applicable court order must be provided to the centre and this will be attached to the child's enrolment information and staff will be made clearly aware of the situation.
- This information is to be provided by the person who has custody of the child.
- If any staff have reasonable doubts about the identity or legal rights of any person wishing to make contact with the child, he/she is to contact the person known to have legal custody to find out the right of access. If a person is claiming to have rights under a court order, that person is to be asked to produce the document and staff will then contact the person known to use to have legal custody.
- If a person claiming to be entitled to pick up the child arrives in the centre, the parent who has legal custody must first be contacted for approval before releasing the child.

A Parent who has legal access, not custody:

- If a parent can produce the custody order specifying times for access which coincide with the time the child is in the centre's care, the centre must of course comply with that order. However, the parent must firstly approach the Head teacher for approval, remembering that the child attends the centre primarily for the care and education. Staff do have the duty to ensure that the running of the centre or the child's programme is not interrupted. If a child becomes stressed by visits, the Head teacher has the right to ask that the visits cease.
- The centre staff cannot always satisfy the wishes of both parents. Where there are conflicting requests the staff must exercise their professional judgement.

Most Importantly

- The child's welfare is to be the most important consideration and the wishes of the child are to be respected.

- Ultimately it is the responsibility of the parents to resolve any differences between themselves; it is not the responsibility of the centre or staff to mediate.

Links to Licensing Criteria GMA10



www.gck.org.nz

GCK Policy "Health & Safety"

Objectives

For GCK to provide a safe environment for staff and children at all times and to minimise the occurrence and affect of illness in the centre.

Procedures & Strategies

The Health & Safety Policy includes 21 procedures. These are:

1. Accident / Incident Management
2. Administration of Medication
3. Allergies
4. Animal Care
5. Biting
6. Civil Defence Emergency Procedure
7. Cleaning Procedure
8. Excursion Procedure
9. First Aid
10. Food and Drink
11. Hazards
12. Immunisation Procedure
13. Infectious Diseases Procedure
14. Nappy Changing Procedure
15. Poisonous plants and trees Procedure
16. Smoke Free Environments, Drugs and Alcohol Procedure
17. Staff Illness
18. Sun Safe Procedure
19. Supervision of Sleeping Children
20. Washing Children Procedure
21. Washing Laundry Procedure

1. Accident / Incident Management

Purpose:

To ensure the best interests of the child and family are catered for in any accident that occurs at the centre. An outline on how GCK will handle all accidents and incidents with children and all visitors.

Procedure for Children's Accident:

The centre will have an accident book for the recording of all accidents that occur to children whilst they are at the centre. This accident book will be completed by the attending staff member, and signed by the parent. Staff then need to complete the incident report that needs to be handed in to the Church office.

Information recorded include:

- Child's name
 - Date, time, location of incident
 - Nature of incident
 - Actions taken and by whom
 - Evidence of parental knowledge
 - Inherent risk and any further action to be taken
 - Date of incident closure ie when any residual risk is mitigated
- **Minor Accidents: (not requiring attention from the medical profession immediately)**
 - In the event of a minor accident the parent, guardian or whānau member will be advised by way of the accident/incident report, which will be completed by the staff member who dealt with it.
 - **Major Accidents: (requiring immediate medical attention)**
 - In the case of a major accident occurring at the centre a staff member will comfort and care for the child while the ambulance is called. A record of the accident will be kept detailing all of the necessary information, and a copy of this will be sent with the child.
 - Parents/Caregivers or a whānau member will be contacted immediately and told where the child has been, or to where he or she will be taken.
 - Where the accident is defined as "serious" in terms of the Health and Safety in Employment Act (needing hospitalisation for more than 48 hours, loss of consciousness, loss of eyes or limb, poisoning, vision impairment) then the Centre must notify OSH as soon as possible and provide a written report of the circumstances within seven days.

Linked to Licensing Criteria HS 27

2. Administration of Medication

Purpose:

To promote the safety and wellbeing of children when administering prescribed medication at the centre.

Procedure:

- Medication is given only by Teachers who hold a current first aid certificate, as long as the written authority of the parent has been given (appropriate to the category of the medicine).

- On request of a parent, whānau or guardian for staff to administer medicine, the supervisor will ensure that correct details are recorded in the centre medicine book/register, the record will be kept of six details:
 1. Date the medicine was to be administered.
 2. Name of the Child.
 3. Type/name of medicine.
 4. Dosage and frequency.
 5. Parent signature.
 6. Signature of the staff member who administered the medication.
- On each occasion when medicine is administered the supervisor will first check and verify the type of medicine, dosage, frequency (matches the medicine/register book details) and if a prescription medicine, the name of the label and the "use by date".
- Prescription medicine will not be accepted for a child, if it is not their name on the container or if the medicine has passed its use by date.
- Non-prescription medication will not be administered to a child.
- For safety reasons, the supervisor will ensure that all medicines are stored in the office at the centre at all times.
- No medicines are to be stored in a child's bag at any time.
- Medication for asthma or allergies will be administered as per allergic reaction management plan.
- Parents and teachers will sign the Medication register when medicine will be left at kindy and signed again when taken home. A record will be kept of the date, name of child, type of medicine and signature of parent and teacher who accepts and releases the medicine.

Linked to Licensing Criteria: HS 28

3. Allergy Procedure

Purpose:

To provide all parties within GCK a clear process to deal with children who have allergies.

Procedure:

- No child will be excluded from Kindergarten because of allergies.
- Any allergies must be recorded on the child's enrolment form, and in the computer records held by the Kindergarten.
- Parents are responsible for informing the Head teacher as to the appropriate management plan should the child suffer an allergic reaction at Kindergarten. The Head teacher is then responsible for informing all staff members.
- This information is then displayed on the notice board in the kitchen, to be referred to before any cooking or food-based activities are planned.
- Any medication needed by the child is to be stored and administered as per the Medication policy.
- All staff to maintain First Aid training, training in CPR, and training in the use of "Epipens" or equivalent.

Linked to Licensing Criteria HS 25, 28, 29

4. Animal Care Procedure

Purpose:

To provide access to creatures so children can observe and in some cases handle creatures. This will provide helpful understanding of nature and cycles of life.

Procedure:

- If animals are kept at Kindergarten there needs to be discussion between management and the head teacher about relevant details such as housing, feeding, care and holiday care.
- Head teacher to agree on level of handling by children of each creature.
- As appropriate children may care for resident animals.
- In the event of a Kindergarten pet dying, the staff and Head teacher will decide on appropriate action.
- All care should be taken to discourage visiting animals from coming onto the property and all faeces are removed promptly and area disinfected.

5. Biting Procedure

Purpose:

To ensure that children who bite are closely monitored and that specialised help is obtained if there is an ongoing pattern of biting.

Procedure:

- Biting like other aggressive behaviour often results from a child's inability to adequately express themselves verbally. While we try to prevent biting attacks, it can be a problem for groups of children in early childhood settings. This can be upsetting for parents and can cause frustration and anger.
- The child who bites is not necessarily malicious. Biting is often an experimental way to initiate play, express frustration or adjustment. Fear, and even teething can cause a child to bite.
- Children who bite at the Centre will be closely monitored and perhaps separated from close proximity to other children. The child who has been injured will be comforted and attended to. Both sets of Parents will be notified of the incident. The staff will endeavour to assist the social learning process by supplying language, re-directing behaviour and working with the parents of the child concerned. Children over three years who are persistent biters, who bite another child more than four times and who cannot be successfully redirected will be referred to Group Special Education Services or a suitable alternative for follow up.
- It is important for the well-being of all children to minimise biting behaviour, and staff will keep in close contact with the families involved. Children who regularly bite will be placed on a programme to monitor their behaviour. This will also be discussed with the parents along with strategies to manage it.

Links to Licensing Criteria: C10, PF2.

6. Civil Defence Emergency Procedure

Purpose:

Evacuation plan for children/staff needing to be evacuated from the centre due to a civil emergency.

To ensure the centre has evacuation procedures in place regarding civil emergencies such as fire, earthquake, gas emissions, etc.

Procedure:

Evacuation Plans

- Evacuation plans and procedures are displayed around the centre.

Decision to Evacuate

- There are four conditions under which evacuation of the Centre will be necessary:
 - If ordered or advised to do so by officials; or
 - If the building becomes structurally or environmentally unsafe (eg fire, earthquake, flood); or
 - If the area or environment becomes unsafe (eg gas or chemical leak or local fire); or
 - If a potential threat is likely to make continued occupation of the property unsafe.
- The Head Teacher (or person responsible on duty) will make the decision to evacuate (ie implement the evacuation plan) taking into account the immediate and longer-term safety of children/staff and if necessary will evacuate to **Glendowie Primary School**.
- Where possible the decision will be made before the centre environment becomes unsafe or before options to move safely to alternative location become unsafe.

Evacuation Preparation

- Check to see whether the alternative location and movement to it, is still possible, safe and usable.
- Where possible advise all parents of the preparation/new location by phone.
- Collect up all rolls and records (cards with parent contacts, accident book), particularly if the building is at risk of destruction/loss.
- Take first aid supplies to emergency location.

Prior to Evacuation

- Leave a notice securely attached to front entrance of building to advise parents where the staff and children have relocated to and advise of the mobile phone number.
- Take mobile phone.
- Advise police and CD officials.

Evacuate to Assembly Point: driveway to house at rear of property

- Move all staff and children to the assembly point.
- Take roll record and check sign-in sheets on arrival.
- Parents will be contacted to advise new location and to pick up their child.
- Staff will stay and care for children.
- Staff will ensure children are comforted, basic needs met, kept occupied and safe.

Planned Trial Evacuations

Fire

- All staff are required to follow the fire evacuation plan and duties displayed around the centre.

- The Supervisor will be responsible for informing the Fire Safety Department when the next planned trial evacuation will be taking place at the centre.
- Drill will be held, unannounced once a term.
- All staff will have training in fire evacuation procedures.
- Evacuation Schemes are filed in the Fire Safety file kept in the office.
- Evacuation of Disabled Persons Assistance Register will be located in the office.

Linked to Licensing Criteria HS 5, 7, 8 Regulations 9 (1,c)

7. Cleaning Procedure

Purpose:

To ensure GCK is kept clean for health and hygiene reasons.

Procedure:

- A cleaner will be employed by the Kindergarten management for daily cleaning duties on Monday - Friday
- For washing toilets/ floors fill buckets from Art sink tap.
- For water disposal, buckets of dirty water must be emptied outside down drain not in shower.
- The children's toilets will be cleaned each day.
- All cleaning fluids will be kept out of the reach of children at all times.
- Bleach will be used to remove unseen dirt and kill bacteria.
- Tea towels will not be used for cleaning.
- Gloves will be worn when cleaning toilets.
- Green sponges are for the toilets only.
- Pink sponges are for the kitchen, wiping tables after lunch and food service only.
- Yellow/orange cleaning clothes are for the bathroom basins only.
- Blue sponges are for art work only.
- Tables will be disinfected daily before food is served.
- General play surfaces such as tables and shelves will be cleaned weekly.
- Toys and equipment will be cleaned thoroughly once a term.
- Floors and carpets will be cleaned thoroughly once each year.
- Cushion covers will be washed each term.
- Dress up clothes will be washed each term.
- Books and puzzles will be wiped with disinfectant when changed.
- Where there have been spills of blood or other body fluids the area will be bleached.
- Play dough will be made on every second Monday.

Linked to: Regulation. 46, Criteria HS1.

8. Excursion Procedure

Purpose:

From time to time the staff at GCK will organise excursions outside of the Centre, as a learning experience for the children. Child safety will be the paramount concern when organising such excursions.

Procedure:

In all cases, the following procedures will be followed:

- Signed consent will be obtained in advance from parents/caregivers.
- The head teacher, or delegated staff member, will take a list of the children with them, and a regular roll call will be held.
- The following adult:child ratios will be observed in order to maintain safety:
 - In cars, 2 adults: 3 children.
 - Excursions near water, 1 adult:1 child
 - Children with special needs, 1 adult:1 child
 - Local walks to parks and St Andrew's, 1 adult: 3 children,
- Where travel in cars is involved, all children must travel in appropriate safety seats.
- All cars used will meet legal requirements for roadworthiness, and all drivers will hold a full licence.
- No child will leave the centre with an adult other than their parent/caregiver, without written authorisation.
- At least one adult on the excursion will hold a first aid certificate, and a first aid set will be taken. An EpiPen will also be taken when needed.
- Extra equipment will be taken as required, eg water, sunblock etc.
- An insufficient number of adults coming will lead to the cancellation of the excursion.
- Any child/children not authorised to attend will either be left at the Centre with the appropriate number of suitable staff, or will be returned home with their parent/caregiver.
- Documentation required:
 - Names of adults and children involved
 - Time and date of the outing
 - Location and method of travel
 - Assessment and management of risk

Linked to Licensing Criteria: HS 17. 18

9. First Aid Procedure

Purpose:

To ensure that there is a first aid cabinet provided at the centre ready for immediate use, equipped to a standard approved by the Health Funding Authority.

Procedure:

- Any First Aid Cabinets are placed on walls inaccessible to children.
- The Service Provider Contact Person (SPCP) will assign a staff member to be a First Aid Officer.
- The First Aid Officer will be required to check the First Aid Cabinets every 3 months for its contents; replacement and renewals made as necessary.
- The First Aid Officer is to see the SPCP for replacements or renewals.
- All staff at the centre are required to have a current First Aid Certificate.

Links to Regulations:25: 1-3

10. Food and Drink Procedure

Purpose:

To maintain a safe environment for those affected by food allergies and to ensure healthy standards are retained.

Procedure:

- Children bring their own food for morning tea with them to Kindergarten.
- Parents are all advised that peanuts, or items with a high peanut content such as peanut butter or nut bars are not permitted because of the risk to children with allergies.
- Whole eggs or egg sandwiches are also discouraged. Otherwise the food provided is at the parents' discretion. Food sharing amongst the children is not permitted.
- Because of the risk to children with allergies, and a desire not to exclude any children, the practice of bringing birthday cakes or any other food including sweets or lollipops to handout as a leaving celebration to GCK will not be permitted.
- Drink bottles are not permitted because of the high risk of sharing and the transmission of infectious illness. Filtered water is provided for all children at morning tea, and at other times on request. Staff will monitor these times to prevent the sharing of cups amongst the children.
- From time to time staff may organise a cooking activity with the children. They will be aware of the children with specific food based allergies (see policy on allergies) and will choose recipes that pose no threat to the children's well-being.

Linked to Licensing Criteria HS 19, 21

11. Hazards

Purpose:

For GCK to meet the employer responsibilities under Health and Safety Employment Act 1992.

Procedure:

- Including appropriate systems for identification of hazards, elimination of all that can be rectified.
- Isolation of people from hazards and minimum danger by safe work practices.
- Information system for notifying each other of hazards within the Kindergarten and recording and investigation of all accidents both to children and adults.
- Buildings and grounds checked monthly by Licensee or Head Teacher.
- Daily hazard checklist signed by staff on duty.
- Check fence line for noxious plants at the start of each day.
- Stones on grass and safety mat area checked daily.
- Equipment that is in need of repair reported by staff to Head Teacher and remove from use.
- A register of ALL accidents, Child and Adult to be kept in office.
- If there is serious injury to Employees - notify OSH.
- Emergency evacuation plans displayed above fire hose cupboard and by office door.
- Fire evacuation and earthquake drill practised each term.

- Lock down procedure practiced once a year and Police need to be notified.
- First Aid cupboard is situated in bathroom on wall out of reach of children.
- All staff members are to hold a current First Aid certificate
- Check of fire equipment and procedures by N.Z. Fire Service - approved body - (included with Church).
- Emergency EXITS from Kindergarten CLEARLY marked.

Linked to Licensing Criteria HS 12

12. Immunisation Procedure

Purpose:

As a licensed kindergarten we are required to keep a record of the vaccination status of all enrolled children.

Procedure:

- When enrolling, a copy of vaccination certificate will be needed and kept with the child's records.
- Head teacher will keep this information up-to-date and accessible where possible.
- Should there be an outbreak of a disease for which there is a vaccination, parents will be informed so as to protect vulnerable children. If children who are not immunised come in contact with someone who has the disease, they will likely have to be excluded from kindergarten for up to 14 days.

13. Infectious Diseases Procedure

Purpose:

To help curb the spread of infection, it is necessary to indicate certain situations where a child may need to be excluded from the kindergarten.

Procedure:

All Infectious and notifiable disease including:

Chicken pox, cholera, diphtheria, dysentery, enteric fever, leprosy, typhoid, polio, small pox, streptococcal sore throat, typhus, whooping cough, yellow fever.

The Health department advises children to be excluded from the kindergarten when suffering from any of the following:

Campylobacteriosis, conjunctivitis, cryptosporidium, cytomegalovirus, gastroenteritis, giardiasis, hand, foot and mouth disease, head lice, hepatitis A and B, herpes simplex virus, hib (influenza type B), impetigo, measles, meningococcal disease, mumps, pertussis (whooping cough), rotavirus, rubella, salmonella, scabies, shigellosis, shingles, streptococcal sore throat, tuberculosis.

- A parent or caregiver will be asked to take home a child arriving at kindergarten with symptoms of: fever, diarrhoea or vomiting, in pain and/or unusually lethargic.
- If a child has a temperature during the night, been vomiting or has a green runny nose, then they are asked to be kept home for that day.

- If the child is on antibiotics, they will be asked to be kept home for the first 24 hours that they are on antibiotics.
- Should a child become ill during the session, parents will be called to pick up their child. The child will be kept separate from the other children and cared for until parent/caregiver arrives to take them home.
- If a child becomes seriously ill during session, emergency service to be called or child taken to own doctor at discretion of head teacher.
- Information to be available for staff and parents indicating when ill or recuperating child needs to be excluded from sessions.
- Parents of all children to be informed of any infectious disease within the kindergarten group via the notice board or Story park.
- Unwell staff to take time off.
- Healthy children of unwell parents whenever possible to continue attendance.

Linked to Licensing criteria HS 26,27,

14. Nappy Changing Procedure

Purpose:

To ensure that soiled children are changed in safe, hygienic and private manner.

Procedure:

- To develop children's independence they can be encouraged to help remove shoes.
- To give foster dignity and privacy other children are encouraged not to stand and watch nappy changing.
- Nappy changing is an opportunity to talk and listen to individual children.
- Changing of Children is to be done in the bathroom only.
- Staff must wash their hands before handling children.
- Staff must wear disposable gloves while changing children.
- Any soiled clothes should be rinsed and put in a plastic bag, and returned to the child's parents at the end of session.
- Clean children using nappy wipes, or shower if necessary.
- Place used wipes, soiled pullups, and disposable gloves (inside out) in a plastic bag, and disposed of in the main rubbish bins.
- Staff will wash their hands after changing each nappy.
- Note changes on the toileting checklist, on the bathroom wall - child's name, time of change, and teacher's name.
- Only permanent staff are to change nappies, not relievers or students.
- The nappy changing procedure will be displayed in the bathroom area.

Links to Regulations: Regulation 45, Criteria PF25 and Reg. 46, Criteria HS3.

15. Poisonous plants and trees

Purpose:

Kindergarten management will endeavour to provide a play environment indoor and outdoor which should prove appropriately challenging for children and should provide opportunity for exploring

the natural world, but ensure the physical environment is safe from plants and trees that are poisonous.

Procedure:

- Management will NOT plant knowingly plants or trees which have parts which may be poisonous to children
- Available to staff will be information re identification of poisonous plants and trees and any emergency procedures
- Regular checks of ground to remove self sown plants that are poisonous
- Where appropriate children will be made aware of the danger that plants or trees can cause and the importance of removal and safe disposal of it.

16. Smoke Free Environments, Drugs and Alcohol

Purpose:

In accordance with current Government legislation GCK is a smoke free environment, and smoking is not permitted at any time within the building or the playground area.

The use of illegal drugs in the Centre or on the property is also prohibited at all times, and adults suspected of being under the influence of illegal substances will be denied entry to the Centre or access to any child.

Prescription drugs for children will be stored and administered in accordance with the Medication Policy.

It is the Church and kindergarten policy that alcohol is prohibited within the Church, Centre and grounds at all times including family evenings and events held in the kindergarten. Any adult suspected of being under the influence of alcohol will be denied entry to the Centre, or access to any child.

Linked to ECE Regs 29, 40, Smokefree Environments Act.

17. Staff Illness

Purpose:

To take all reasonable steps to ensure staff are not sick and are capable of working and to exclude them if they are suffering from a specified infectious disease.

To take all reasonable steps to ensure that children do not come into contact with anyone (including staff, parents, visitors and other children) who have any disease or condition (that is likely to have a detrimental effect) and which is capable of being passed on to children.

Procedure:

- All staff members have a duty to report to the Head Teacher immediately, where they have reason to suspect any adult, staff member, visitor or child will or is attempting to or has come on to the premises during operation hours, that is an "**infectious person**" defined as any

person, who may come into contact with children and who have a disease or condition (that is likely to have a detrimental effect) and which is capable of being passed on to children.

- Where the Head teacher or person on duty has reason to believe that an **"infectious person"** is attempting to come onto, or is present on the premises, then the Head teacher will advise that person that their presence is unlawful and they are to leave immediately.
- All staff members have a duty to report to the Head teacher immediately, where they have reason to suspect any staff member/person working at the centre will or is attempting to or has come on to the premises during operating hours, that is **"staff member not in good health"** defined as a person working in any capacity in the centre, who clearly is in a state of ill-health, which limits their capacity to work safely or who is suffering from an infectious disease listed in the 2nd Schedule of the Health Regulations 1966.
- When the Head teacher or the person on duty has reason to believe that an **"infectious person"** or "staff member not in good health" is attempting to come onto, or is present on the premise, then the Head teacher will advise that person that their presence is unlawful and they are to leave immediately.
- The Head teacher may require evidence of a medical certificate, after a person has been required to leave (or prevented from attending) as a result of this policy, if they wish to return.

18. Sun Safe Procedure

Purpose:

To ensure children are kept safe when outdoors in the summer months.

Procedure:

- From the start of term four, throughout Term One, and until a date in Term Two advised by the Kindergarten, ALL children will be required to wear sunhats whenever they go outside. A period of one week will be given for children to accustom themselves to this, and then the rule will be: "No hat, no outdoor play."
- Staff will be encouraged to model appropriate sun-safe practice to the children in their own behaviour.
- Parents will be asked to apply sunscreen to their own children before bringing them to Kindergarten. Sunscreen will only be applied to children by staff with written permission from the parents.

Licensing criteria: Regulation 46 health and safety practices standard.

19. Supervision of Sleeping Children Procedure

Purpose:

To ensure that children who fall asleep are kept safe.

Procedure:

- A record will be kept of children who sleep, including the time they went to sleep, and the time they awoke.
- Children will not have access to food or liquids while in bed.

- A check will be made on sleeping children every 15 minutes and this will be documented on the table kept in the sleep folder and signed by the person who did the check.

Date	Child's name	Time went to sleep	Check each 15 min	Time woke up	Teachers signature

20. Washing Children Procedure

Purpose:

To ensure that GCK adheres to all legal and ethical requirements when washing and cleaning children.

Procedure:

- Inform another staff member that you will be washing a child
- Get a towel from the kitchen cupboard.
- Rinse out tub
- Staff must wear disposable gloves while washing children.
- Wash child carefully and dry thoroughly.
- Any soiled clothes should be rinsed and put in a plastic bag, and returned to the child's parents at the end of session.
- Note wash on the toileting checklist, on the bathroom wall - child's name, time of wash, and teacher's name.

Links to Regulation: Regulation 45, Criteria PF25 and Reg. 46, Criteria HS30.

21. Washing Laundry Procedure

Purpose:

To ensure that GCK maintains a high standard of hygiene

Procedure:

- Linen to be washed includes towels used for drying outdoor equipment, dish towels, cloths & sponges for wiping tables.
- These soiled towels will be kept in the wash basket in the teacher's bathroom.
- Towels used for cleaning soiled children will be placed in a plastic bag and taken home that day to be washed.
- Sponges used to wipe art tables are kept by the art area.
- Pink sponges used to wipe table cloths after lunch and used to wipe the kitchen bench are kept in the kitchen.
- A roster for parents who will take home the washing is posted by the sign-in book.
- A parent will take the washing home each Friday to be washed.
- Washing will be returned on the following Monday.
- Washing needs to be washed in a washing machine and hung out to dry or placed in the tumble dryer.

22.Lock down Procedure-

Purpose:

To ensure if an event occurs outside of the Kindy buildings which pose an immediate threat to the children of Glendowie Christian Kindergarten, the children and staff are kept safe.

Procedure:

- A lockdown is indicated by use of the code word 'possum' and the mat time music will be put on.
- Lock down procedure is initiated and police are advised on 111. Stay on the phone with emergency services if possible.
- Teachers will clear all outdoor areas, hallways and kitchen area.
- Go inside and stay inside. Keep children calm, away from windows and on the mat.
- Lock doors and windows and do not open until the lock down is declared over.
- Control noise and movement of children.
- If blinds are on windows, ensure unobstructed to allow for visual inspection.
- Be aware that further information may take some time to be available so please be patient.

GCK Policy "Personnel"

Objectives

For all parties at GCK to be informed on personnel matters.

(For further more detailed information on personnel matters for Staff only, staff can refer to the HR policy Manual.)

Procedures & Strategies

The Personnel Policy includes three procedures. These are:

1. Education Support Workers (ESW) Procedure
2. Planning and Assessment Procedure

1. Education Support Workers (ESW) Procedure

Purpose:

Glendowie Christian Kindergarten recognises and values the right of all children to access the Early Childhood Education Centre of their choice. Sometimes children will need the assistance of an Education Support Worker (ESW). In such cases staff and management of GCK will:

Procedure:

- Provide a welcome to the ESW as a member of the team.
- Show the ESW the existing centre programme and the Policy folder.
- Ask the ESW to sign the confidentiality agreement.

The ESW will be able to expect:

- Appropriate professional support from the other staff
- Advice and guidance on handling disruptive behaviour
- Clear guidelines on the boundaries of their role

The ESW will NOT:

- Be left in sole charge of any area of the kindergarten
- Answer the phone
- Toilet or change any child other than the one with whom they are contracted to work
- Give any information about what they see or hear at the Centre to any other person, including parents.
- Be responsible for behaviour management within the Centre.

Links to Licensing Criteria C13

2. Planning and Child Assessment Procedure

Purpose:

To provide quality educational programmes at the centre which are linked to Te Whariki - Early Childhood Curriculum.

Procedure:

- Understanding of the learning and development of each child is collected through spontaneous and routine observations.
- Children's achievements and through informal and formal discussions with Parents and Staff, observations as well as anecdotal notes will be recorded in each child's individual portfolio.
- Individual development plans and assessment documentation is recorded in each child's portfolio, as well as collections of artwork and photos.
- Routine planning meetings are held with staff to discuss the children's learning and development. Each child's strengths and areas to work on are considered, and part the programme is decided from this.
- Evaluation takes the form of staff discussing the effectiveness of the programme in relation to the children's learning and development.
- All processes are linked to Te Whariki, ensuring that they fit within the framework.

Links to Licensing Criteria: C1, C2, C3, C4, C6, C7, C11, C12



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GCK Policy "Privacy"

Objectives

To ensure that GCK adheres to legal requirements on privacy as well as operating in an ethical and responsible way in regards to personal records and information.

Purpose:

Required information to be kept confidential at all times.

Procedures & Strategies

- No information regarding children or their families will be released to anyone other than those employed by the centre, or support agencies, without specific consent from parents.
- By signing the enrolment form, parents authorise their child to be photographed or videoed while at GCK. Parents do have the option not to provide consent and this should be clarified at enrolment
- Individual learning plans and evaluation information is held in the childrens' individual portfolios. Parents are encouraged to respect the privacy of others, and read only their own child's portfolio. Information of a sensitive nature is kept in the office, and is only available on request.
- Information stored in Storypark is only accessible to those authorised including parents, authorised other family users (eg: Grandparents etc) as deemed by parents of the child, and teachers.
- All information related to any child attending GCK will be managed by kindy staff on-site, including updates to portfolios and Storypark.
- Enrolment forms of children are stored in a locked office outside of session times.
- Enrolment forms of children who have left the centre are stored on site as required by the Ministry of Education.
- Records of families' financial dealings with the Centre are also stored in a locked office outside of session times.
- All information regarding staff is confidential. Staff records are held on the computer (password access only) or stored off site.
- The Head Teacher is responsible for ensuring the correct storage of records.

GCK Policy

"Social Competence"

Objectives

To assist and encourage all the children at GCK to develop the ability to interact with others and to be competent in doing so.

Purpose:

The staff at GCK will at all times ensure that children are treated with respect and dignity. They will maintain a safe learning environment that encourages positive behaviour and promotes social competency. All children will be encouraged to solve their problems independently and peacefully. Teachers will offer support to promote each child's social competency, and Christian values and morals will underpin our teaching. Teachers will act as positive role models to children using praise and encouragement.

Procedure:

Children will:

- Be clearly told what is acceptable behaviour and given clear limits and boundaries to encourage them to contribute to our friendship treaty.
- Be given positive guidance to promote appropriate behaviour through modelling, redirecting and reasoning.
- Be given positive guidance using praise and encouragement.
- Be encouraged to use their words to solve conflict and to listen to others.
- Be encouraged to verbalise their feelings.
- Be given respect and dignity and encouraged to respect others, the environment and resources.

Teachers will:

- Encourage positive attitudes, peer respect and support.
- Model acceptable behaviour.
- Recognise children's efforts to improve behaviour patterns and provide high levels of praise.
- Encourage children to develop acceptable behaviour through direct and indirect learning experiences.
- Provide an interesting and varied programme that is well organised and prepared to ensure success and that offers children free choice.
- Encourage the use of words in situations and reinforce our 'gentle hands and gentle words' approach.
- Provide positive guidance towards appropriate behaviour, bearing in mind the child's developmental stage,
- Encourage positive behaviour with praise and encouragement, and avoid altogether the use of derogatory or harsh language.

Teachers will not:

- Administer any kind of physical punishment, nor will they deprive children of food, drink, warmth, shelter or protection.
- Subject any child to any form of solitary confinement or immobilisation.

In the rare situation where a child's behaviour presents a danger to him/herself, to others or to the environment:

- A specific behaviour management plan for that child may be drawn up by the staff in consultation with the child's parents/caregivers.
- If necessary, advisors from the Special Education Service will be consulted, with parents' permission.
- No aspect of this plan will contravene the conditions described above.

Staff will periodically review the physical environment and the curriculum in order to ensure that the needs of the children are being met, and that behavioural expectations are realistic.

Linked to Regulations 33, Licencing Criteria C10