



St Mark's
PRESCHOOL

Policies and Procedures
2025 - 2028

Key Legislation that guides us includes (but is not limited to):

Building Act, 2004.
Children's Act, 2014
Civil Defence Emergency Management Act, 2002.
Disabled Persons Community Welfare Act, 1975.
Education (Early Childhood Services) Regulations, 2008.
Education and Training Act, 2020.
Employment Relations Act, 2000.
Family Violence Act, 2018
Fire and Emergency New Zealand (Fire Safety, Evacuation Procedures, and Evacuation Schemes) Regulations, 2018.
Food Act, 2014.
Health (Immunisation) Regulations, 1995.
Health and Safety at Work Act, 2015.
Human Rights Act, 1993.
Income Tax Act, 2007
Land Transport Act, 1998.
Licensing Criteria for Education and Care Services 2008, as amended September 2022.
Oranga Tamariki Act, 1989.
Privacy Act, 2020.
Resource Management Act, 1991.
Smoke-Free Environments Act, 1990.
UNCROC

Key documents that guide us include:

Early Childhood Council Website
Education Council – Code of Professional Responsibility and Standards for the Teaching Profession
Education Council – Our Code and Standards for the Teaching Profession.
Implementing the Health and Safety at Work Act 2015 (April 2016)
Individual Employment Agreements Job Descriptions
Ministry of Education – He Māpuna Te Tamaiti (2019)
Ministry of Health – Hand washing (Updated August 2020)
Ministry of Health – List of Infectious Diseases Netsafe Respect and Relationships – a practitioner's guide to secure connections in early childhood education (Christie, 2021)
Rituals: making the everyday extraordinary in early childhood (Lyon & Christie, 2017)
St Mark's School Policies and Procedures - SchoolDocs
Te Tiriti o Waitangi Te Whāriki, Early Childhood Curriculum (2017)
Worksafe NZ – Preventing and Responding to Bullying at Work Good Practice Guidelines, March 2017

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Curriculum Standards



Curriculum Framework Policy

Policy Category: Curriculum

Criteria: C1 - C13

Purpose:

With effect from 1 May 2024, the updated Early Learning Curriculum Framework, as set out in the 2023 Gazette notice, is prescribed for all licensed early childhood services and must be implemented. This means the Principles, Strands, Goals, and Learning Outcomes of *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa* (2017) form the basis of our Local Curriculum.

At St Mark's Preschool, we also deliver the International Baccalaureate Primary Years Programme (IB-PYP) in our Preschool. This Curriculum Framework policy outlines how we weave *Te Whāriki* and the IB-PYP together to create a Local Curriculum that reflects "what matters here" for our children, whānau, staff, and community.

Position Statement:

Our Curriculum Framework Policy reflects our team approach to the way we:

- Interpret *Te Whāriki* and the IB-PYP in our context.
- Capture the voices of tamariki, parents, and whānau in shaping our Local Curriculum.
- Plan, assess, and evaluate learning in ways that are consistent with both frameworks.
- Ensure that our curriculum is culturally responsive, inclusive, and future-focused.

This approach affirms our commitment to *manaakitanga*, *whanaungatanga*, and *kaitiakitanga* while fostering inquiry, agency, and international-mindedness.

Issue Outline:

ECE centres differ in philosophy and community context. At St Mark's, we recognise the expectation that all practice will contribute to positive learning outcomes. Our Local Curriculum supports children to be competent and confident learners through:

- The **Principles, Strands, Goals and Learning Outcomes of Te Whāriki.**
- The **IB-PYP Approaches to Learning, Key Concepts, and Learner Profile attributes.**

Together, these support children in growing as lifelong learners who are curious, caring, resilient, and connected both locally and globally.

Policy Goals

This policy:

- Provides a framework for how we integrate our philosophy, values, and curriculum priorities into our Local Curriculum.
- Explains how we interpret *Te Whāriki* in the St Mark's context while also embedding the IB-PYP philosophy and practices.
- Shows how planning, assessment, and evaluation are informed by both *Te Whāriki* and the PYP.
- Demonstrates how we comply with the Curriculum Framework, the National Education and Learning Priorities (NELP), and the IB Standards and Practices.

Responsibilities

Management:

- Ensure teacher job descriptions reference *Te Whāriki*, the PYP, and the Teaching Council Code and Standards.
- Provide professional development that supports the implementation of both frameworks.
- Allocate resources and non-contact time for collaborative curriculum design, planning, assessment, and reflection.
- Support teachers' professional growth cycles and ensure alignment with both *Te Whāriki* and IB-PYP expectations.
- Maintain internal evaluation systems to review the impact of our curriculum on learning outcomes.

Teachers (Kaiako):

- Implement a bicultural Local Curriculum that reflects *Te Whāriki* and the PYP.
- Demonstrate knowledge of child development, *Te Whāriki*'s strands and goals, and IB-PYP inquiry-based pedagogy.
- Plan, assess, and evaluate learning in ways that are inclusive, culturally responsive, and aligned with both frameworks.
- Form reciprocal learning partnerships with children, parents, and whānau.
- Model and promote the IB Learner Profile attributes alongside *Te Whāriki*'s vision of competent and confident learners.

Developing Our Local Curriculum:

Our Local Curriculum expresses *what matters here* at St Mark's:

1. Our **philosophy and values** are the foundation.
2. Our curriculum is **bicultural and international**, grounded in Te Tiriti o Waitangi and enriched by the global perspectives of the PYP.
3. Our curriculum is **strengths-based, inquiry-driven, and responsive** to the aspirations of children and their whānau.
4. Our curriculum is informed by **assessment, planning, and evaluation**, documented in ways that reflect both *Te Whāriki*'s learning outcomes and the PYP's programme of inquiry.

Alignment with Requirements:

This policy ensures that:

- The service curriculum is consistent with *Te Whāriki* (C1).
- Assessment, planning, and evaluation demonstrate an understanding of children's learning and context (C2).
- Bicultural commitments are honoured (C5), and cultural diversity is respected (C6).
- Our curriculum is inclusive, language-rich, and socially responsive (C7–C10).
- Parents/whānau aspirations are acknowledged and embedded (C11–C12).
- External expertise is sought when appropriate (C13).

It also reflects alignment with:

- **NELP priorities**, especially partnerships with whānau, inclusion, and strengthening identity, language, and culture.
- **IB Standards and Practices**, especially those relating to curriculum, teaching and learning, and collaborative planning.

Impacts of this Policy:

- **For children:** a curriculum that affirms identity, encourages agency, and supports confident, competent, globally minded learners.
- **For whānau:** meaningful partnerships that reflect aspirations and values.
- **For staff:** clarity and support in weaving *Te Whāriki* and PYP into everyday practice.

Implementation:

Teachers are supported with clear planning, assessment, and evaluation processes that align with both frameworks. Internal evaluation cycles guide improvement.



Assessment, Planning and Evaluation

Policy Category: Curriculum

Criteria: C1 - C4, C11 - C13

Purpose:

At St Mark's Preschool, we are committed to providing a curriculum that reflects the **holistic and bicultural framework of *Te Whāriki*** and the **internationally minded, inquiry-based philosophy of the IB Primary Years Programme (PYP)**. By triangulating these with **whānau aspirations** and **children's emerging interests**, we ensure that every child's learning is meaningful, responsive, and future-focused.

Position Statement:

We believe that learning is most powerful when:

- It is grounded in the strands and principles of *Te Whāriki* and the concepts and approaches to learning in the **IB-PYP**.
- It reflects the voices, values, and aspirations of whānau.
- It emerges authentically from children's interests, strengths, and inquiries.

This approach nurtures confident, connected, actively involved, and lifelong learners who are globally minded and locally grounded.

Procedures:

1. Assessment

- Teachers use both **formal and informal observations, learning conversations, and documentation** to capture children's growth and progress.
- Assessment identifies learning outcomes aligned with *Te Whāriki* (e.g., Belonging, Wellbeing, Exploration, Communication, Contribution) and the **IB-PYP** (e.g., Approaches to Learning, Key Concepts, Learner Profile attributes).
- Learning stories, reflections, and evidence of children's inquiries are shared with families through the **Seesaw Learning Portfolio**.

2. Planning

- Teachers collaboratively plan learning opportunities that integrate *Te Whāriki*'s holistic outcomes with the **IB-PYP inquiry cycle**.
- Planning reflects **emerging interests** observed in the classroom, while also incorporating **whānau aspirations** gathered at the start of the year.
- Curriculum design is **flexible and child-led**, while ensuring intentional teaching moments that develop skills, dispositions, and concepts.

3. Evaluation

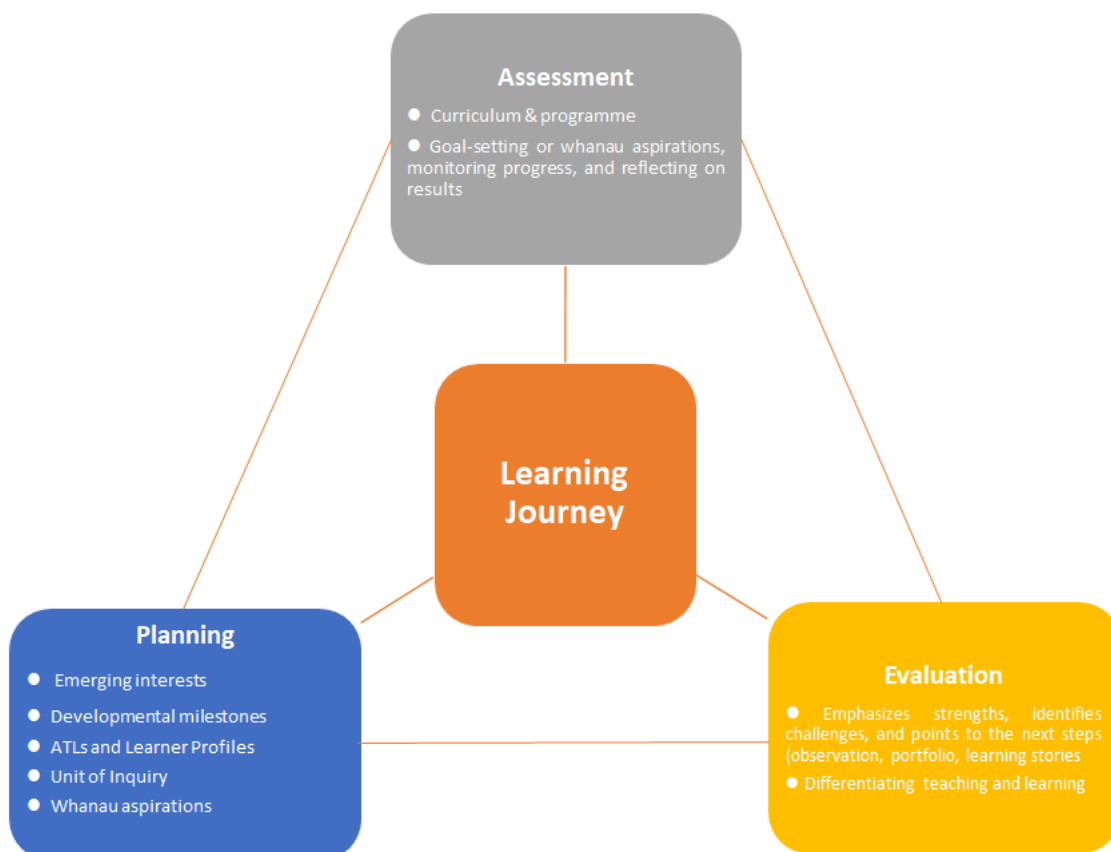
- Ongoing evaluation ensures that the programme is **responsive, reflective, and effective** in supporting children's learning and development.
- Teachers engage in **team reflections and internal evaluations** to review how well *Te Whāriki* outcomes, IB-PYP elements, and whānau aspirations are being met.
- Feedback from whānau and children is valued as a key part of evaluating and strengthening our practice.

Opportunities for Communication with Whānau:

We ensure multiple formal and informal ways to share children's learning journeys:

- **Seesaw Learning Portfolios** – ongoing updates and documentation of children's learning and inquiries.
- **Whānau Aspirations & Goal-Setting Meetings (Term 1)** – a platform for families to share hopes and goals for their child's learning.
- **Student-Led Conferences (Term 3)** – children take the lead in sharing their learning progress, achievements, and next steps with their families.

Children in the early years acquire key learning milestones that are fundamental for future development and school success. This includes their cognitive ability to reflect on their knowledge, conceptual understandings and skills. A wide range of assessment, planning and evaluation strategies inform learning and teaching of young learners.



Assessment

Assessment makes valued learning visible. Teachers use assessment to find out about what children know and can do, what interests them, how they are progressing, what new learning opportunities are suggested, and where additional support may be required (Te Whariki, 2019).

According to Learning and Teaching of IB-PYP (Enhanced PYP, 2019), teachers observe how students monitor and adjust their behaviour, especially at play, to:

- Build a clear picture of the student and their interests
- Identify what and how the students are thinking and learning
- Assess the effectiveness of the learning environment on the students' learning
- Plan learning engagements for individuals and small groups.

Assessment is embedded in all that we do through the early years. It shapes and validates the teaching and learning through the essential elements of PYP and the principles and strands of Te Whariki.

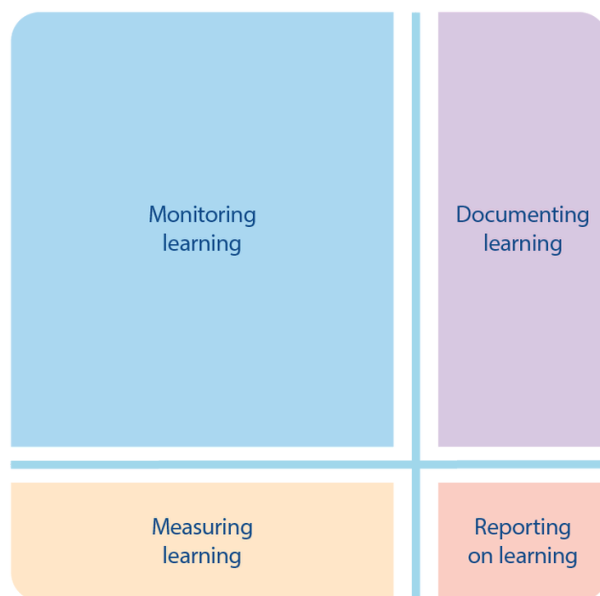
Characteristics of effective assessment (Enhanced PYP, 2019):

- Authentic - it supports making connections to the real world to promote student engagement.
- Clear and specific - This includes desired learning goals, success criteria and the process students use to learn.
- Varied - it uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- Developmental - it focuses on an individual student's progress rather than their performance in relation to others.
- Collaborative - it engages both teachers and students in the assessment development and evaluation process.
- Interactive - assessment encompasses ongoing and iterative dialogues about learning.
- Feedback to feedforward - it provides feedback on current learning to inform what is needed to support future learning and raises students' motivation.

Effective early years assessment practice holistically integrates assessment *for*, *of* and *as* learning to support effective learning and teaching. Assessment means the process of *noticing* children's learning, *recognising* its significance, and *responding* in ways that foster further learning.

The four dimensions of assessment (Enhanced PYP, 2019)

- Monitoring learning - occurs daily through a variety of strategies: observing, questioning, reflecting, discussing, and learning with peers and teachers to form feedback and feedforward for next steps in learning.
- Documenting learning - shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria
- Measuring learning - gathers "point-in-time" data on achievement and progress. Not all learning can be, or needs to be, measured.
- Reporting learning - informs the learning community and reflects the question "how well are we doing?" It describes the progress and achievement of the students' learning, identifies areas for growth and contributes to the efficacy of the programme.



Quality documentation of children's learning (Childspace Early Childhood Institute, 2020):

Assessment in early years is both formal and informal. Informal assessment occurs in the moment as teachers listen to, observe, participate with and respond to children who are engaged in everyday experiences and events. It leads directly to changes in the teaching and learning environment that will help children reach immediate and longer-term goals.

Formal assessment is a documented assessment and takes place with teachers writing up observations of children's engagement with the curriculum. They may also take photographs, make audio or video recordings and collect examples of children's work.

Standard portfolio documents:

- Profile Teacher blurb
- Te Whariki (PDF) - new student
- IB-PYP Information (PDF) - new student
- IB-PYP Parents Information Pack (PDF) - new student
- Powhiri
- Happy 1st Week
- Timetable
- UOI overview
- Last Day/Farewell story

St Mark's Preschool assessment framework:

Assessment	Description	Timing
Glimpse	<ul style="list-style-type: none"> • A window into the child's day/ learning 	Once weekly
Wow Moments <i>particular experience that was meaningful for the child, one-off magical moment</i>	<ul style="list-style-type: none"> • Developmental milestone • Achievement • Fascinating learning for this child compared to what they could be learning from this experience 	When it happens

Insights:

Insights are learning stories that are a preferred form of observation in the early years. These are narratives created from structured observations, designed to provide a holistic picture of a child's learning. Insights are observations that tell a story of what the educator observes a child see, say, and do.

Developing stories over time, linking separate stories, or adding to existing stories allows educators to show the development of knowledge, ATLs, and Learner Profile attributes across time, thereby leading to a better understanding of the learner in action. For example, in order to share a learning story at the end of a unit, educators would make observations, collect evidence and record anecdotes and interactions throughout the unit, and weave this data into a story to make learning visible. This story could include multiple instances where a child demonstrated a specific ATL skill and could include observations from anywhere- the classroom, the play area or even at home.

This approach to documenting learning becomes even more powerful when shared with students as they start making connections and contributing to their stories. Learning stories are a form of assessment for learning - they are meant to be analysed and used as a basis of planning. Teachers and families interpret the story, intending to reflect and collaborate on the next steps for the child. They highlight the unique journey of every child, and provide a holistic view of growth, as opposed to a specific letter or number grade.

Insights

captures a child's learning as it develops and grows over time; describes the observed emerging interests and links to theoretical and philosophical lenses.

Features:

- notice
- recognise
- respond
- and/or revisiting

- Emerging interests
- Intentional teaching strategies used to support learning
- Whanau aspirations
- Learning outcomes link to Te Whariki principles and strands
- UOI with ATLs and Learner Profiles
 - Inquiry process
 - Think
 - Act
 - Reflect
- Approaches to learning
- Learner Profiles
- Continuity of learning over time
- UOI End of Term Report/Reflection

Last week of the term:

**** collection of evidence that shows learning over time**

Learning Stories should include:



Descriptions of key behaviours and skills demonstrated



Evidence of the child's areas of interest



Learning goals (could be co-constructed with the child)



Contextualise the learning being reported on - for example, unit of inquiry details



Recommendations or next steps to extend and support learning



An understanding of the child's context and culture



Description of the learning that took place



The child's voice



Planning

Planning involves deliberate decision-making about the priorities for learning that have been identified by the teachers, whānau, emerging interests of the children and the learning community. The two

curricula, Te Whāriki and PYP, are interwoven to create a play-based learning approach in the Preschool. This approach is transdisciplinary and promotes agency in the learning community.

At the broadest level, curriculum planning begins with shared inquiry and teachers' pedagogical knowledge and children's learning styles:

- What do we believe about young children and the ways that they learn and develop?
- What do we know about these children?
- What aspirations do we, along with their parents and whanau, have for them?
- What do they need to learn to realise these aspirations?
- As teachers, what do we need to know and do to support this learning?
- What kind of environment do we need to provide to enable this learning?

Planning	Description	Timing
Set-up <i>The environment serves as the "third teacher"</i>	<ul style="list-style-type: none"> • Transdisciplinary • Sensory motor integrated • Open-ended set-up that children can access independently • Promotes play-based • Links to UOI • Link to children's emerging interests 	fortnightly
Group <i>age and developmentally appropriate activities</i>	<ul style="list-style-type: none"> • Age and developmentally appropriate activities • Links to UOI • Links to principles and strands of Te Whariki • Whanau aspirations • Children's observed emerging interests • Play-based approach 	fortnightly

Evaluation

The purpose of evaluation is to enable systematic and ongoing improvement in our curriculum, teaching practice, and learning environment. At St Mark's Preschool, evaluation is woven into our everyday work with children, as well as into our strategic internal evaluation processes.

Evaluation helps us to:

- Determine how effectively the programme supports the strengths, interests, and needs of all children.
- Assess the extent to which learning outcomes from *Te Whāriki* and the IB-PYP are being achieved.
- Reflect on the impact of planning, teaching strategies, and the learning environment on children's progress.
- Inform future decisions about priorities for teaching, learning, and resource allocation.
- Strengthen collaboration with parents, whānau, and the wider learning community.

Characteristics of Effective Evaluation:

- **Systematic:** Follows clear processes that are intentional and purposeful.
- **Evidence-informed:** Draws on assessment data, observations, documentation, and feedback from children, parents, whānau, and teachers.
- **Reflective:** Encourages kaiako to critically reflect on their practice, guided by the principles of Te Whāriki, the PYP Standards and Practices, and the Teaching Council's Code and Standards.
- **Collaborative:** Involves teachers, leaders, children, and whānau in making sense of evidence and shaping next steps.
- **Improvement-focused:** Aims to identify what is working well and what could be improved, and to act on these insights.

Evaluation in Practice at St Mark's:

- **Ongoing reflective dialogue:** Teachers meet regularly to discuss children's learning stories, unit reflections, and evidence of Approaches to Learning and Learner Profile development.
- **Internal evaluation cycles:** Strategic inquiries are carried out to explore key questions (e.g. How effectively are we fostering agency? How well are we integrating te reo Māori into everyday learning?). Findings guide action plans and improvement strategies.
- **End-of-unit reflections:** Each PYP Unit of Inquiry concludes with teacher and child reflections on learning outcomes, which are documented and used to refine future planning.
Family voice: Whānau aspirations and feedback are sought and incorporated into curriculum evaluation, ensuring learning remains connected to children's lives and identities.
- **ERO-aligned practice:** Evaluations are documented and linked to the indicators in *Te Ara Poutama – Indicators of Quality for Early Childhood Education: What Matters Most* (ERO, 2020).

Outcomes of Evaluation:

- A responsive, adaptive Local Curriculum that continually evolves to reflect the aspirations of children, families, and staff.
- Stronger alignment between teaching practice and the outcomes of both *Te Whāriki* and the IB-PYP.
Evidence-based decision-making that promotes high-quality learning experiences and positive outcomes for all tamariki.

Evaluation Cycle

Step	Description
1. Identify Focus	Decide what matters here (priority areas, goals, or issues to explore).
2. Gather Information	Collect evidence: observations, documentation, children's voices, whānau input.
3. Analyse & Interpret	Reflect on the data: what's working well, what needs strengthening, and why.

4. Decide on Actions	Agree on next steps and strategies to improve teaching, learning, or the environment.
5. Implement Changes	Put strategies into practice and embed them into the curriculum/programme.
6. Monitor & Reflect	Evaluate the impact of changes, seek feedback, and identify new focuses.

Bicultural and Cultural Responsiveness Policy

Policy Category: Curriculum

Criteria: C5 - C6

Purpose:

At St Mark's Preschool, we honour *Te Tiriti o Waitangi* and acknowledge Māori as tangata whenua of Aotearoa New Zealand. We are committed to a bicultural curriculum that reflects the unique place of Māori in our nation, while also valuing and respecting the diverse cultures of all children, whānau, and staff in our learning community.

Our curriculum framework weaves together **Te Whāriki** and the **IB Primary Years Programme (PYP)**, ensuring tamariki grow as confident, competent learners who are secure in their identity and respectful of the identities of others.

Position Statement:

- We recognise the bicultural foundations of Aotearoa and actively incorporate **te reo Māori me ngā tikanga Māori** into everyday teaching and learning.
- We acknowledge, respect, and respond to the cultural heritages, languages, and identities of all children and their families/whānau.
- We ensure our preschool is a place where every child feels a sense of belonging (*mana whenua*) and pride in who they are.

Policy Statements:

Commitment to C5 – Te Tiriti o Waitangi & Bicultural Practice

St Mark's Preschool will:

- Embed **te reo Māori** in daily interactions, routines, resources, and documentation.
- Ensure **tikanga Māori** is visible in practices, events, celebrations, and rituals.
- Partner with local iwi, hapū, and Māori whānau to strengthen authentic bicultural practice.
- Provide professional learning for kaiako on *Te Tiriti o Waitangi*, kaupapa Māori theory, and bicultural pedagogy.
- Align bicultural practice with **Te Whāriki's bicultural principles** and the **IB-PYP's transdisciplinary approach**, ensuring tamariki experience learning that reflects both global and local contexts.

Commitment to C6 – Cultural Inclusiveness and Respect for Identity

St Mark's Preschool will:

- Recognise and celebrate the diverse cultures, languages, and traditions represented in our community.

- Actively engage parents/whānau in sharing aspirations, cultural knowledge, and practices to enrich the curriculum.
- Provide a **language-rich environment** that affirms children's home languages while strengthening English and te reo Māori.
- Ensure curriculum planning reflects **children's identities, whānau values, and cultural narratives**.
- Promote inclusiveness by valuing each child's **mana** (identity, dignity, and agency) as they explore who they are and who they are becoming.

Implementation:

- Teachers intentionally plan for bicultural and multicultural learning opportunities in **Unit of Inquiry (UOI)** themes and play-based experiences.
- Daily routines include waiata, karakia, and the use of te reo Māori.
- Festivals, traditions, and cultural practices are recognised and celebrated respectfully in consultation with families/whānau.
- Teachers use assessment tools (e.g., **Learning Stories, Insights, UOI reflections**) to capture and respond to children's cultural identities.
- Internal evaluation ensures ongoing reflection on how effectively the centre lives out its bicultural and multicultural commitments.

Inclusive Curriculum, Language-Rich Environments, and Learning Opportunities Policy

Policy Category: Curriculum

Criteria: C7 - C10

Purpose:

The purpose of this policy is to ensure that all children at St Mark's Preschool are recognised, included, and supported as competent and confident learners. In line with **Te Whāriki (2017)** and the **IB Primary Years Programme (PYP)**, our curriculum fosters an environment where children's identities, interests, and voices are valued, language and communication are enriched, and a broad range of meaningful learning experiences are provided indoors, outdoors, individually, and in groups.

Position Statement:

At St Mark's Preschool, we believe that every child has the right to belong, participate, and flourish in a supportive and stimulating environment. Our practices are guided by the principles of **whanaungatanga, manaakitanga, ako, and rangatiratanga**, ensuring that children feel empowered to explore, inquire, and learn with and alongside others.

Policy Statements:

Commitment to C7 – Inclusion and Respect for Learners

- All children are recognised as competent learners and are supported to make choices and decisions about their learning.
- Kaiako adapt teaching approaches to meet children's strengths, interests, and needs, ensuring equitable access to learning.
- Barriers to participation are identified and removed through inclusive practices and responsive teaching strategies.
- Children's voices are actively sought, valued, and reflected in the local curriculum.
- Inclusive practice aligns with the **IB-PYP learner profile attributes** (e.g., caring, principled, open-minded) and Te Whāriki's principles of **empowerment and holistic development**.

Commitment to C8 – Language-Rich Environment

- The centre provides a **language-rich environment** where oral language, literacy, and communication are nurtured.
- Teachers intentionally model and extend **te reo Māori**, English, and home languages within the daily programme.
- A wide range of communication forms is supported, including **verbal, non-verbal, artistic, mathematical, scientific, musical, and digital expressions**.
- Teachers recognise and affirm the importance of children's home languages and work with whānau to integrate them into the learning environment.

- Literacy practices are embedded in **play-based, inquiry-led learning**, linking directly to UOI (Units of Inquiry) themes and children's emerging interests.

Commitment to C9 – Range of Learning Opportunities

- Children are provided with a rich variety of **indoor and outdoor learning experiences** that support inquiry, exploration, and creativity.
- Opportunities are designed to extend children's **agency** by encouraging choice, problem-solving, collaboration, and independence.
- Experiences are offered individually, in small groups, and as whole-group learning to ensure a diverse range of engagement.
- The curriculum strikes a balance between **child-led play** and intentional teaching, fostering guided inquiry and promoting holistic development.
- Outdoor learning is prioritised as part of daily routines, with the environment recognised as a **"third teacher."**
- Learning opportunities integrate the **strands of Te Whāriki** with the **IB-PYP transdisciplinary themes**, ensuring connections between local and global contexts.

Commitment to C10– Health, Safety and Wellbeing

- Children's physical and emotional safety is paramount. Staff follow **robust health and safety procedures**, including hygiene practices, emergency preparedness, and child protection protocols.
- Learning environments are designed to **support exploration and risk-taking in safe ways**.
- Staff wellbeing is supported through clear **roles, responsibilities, and support systems**, ensuring they can provide consistent care and teaching.
- Regular health and safety audits are conducted to maintain compliance with regulations and preschool standards.

Responsibilities:

- **Teachers/Staff:** Deliver curriculum, assess and report on children's learning, maintain safe environments, and participate in professional development.
- **Senior Leadership Team:** Oversee policy implementation, evaluate quality, support staff, and ensure regulatory compliance.
- **Whānau:** Engage in learning partnerships, provide feedback, and support children's development at home.

Implementation:

- **Planning:** Teachers use assessment and planning cycles (observations, insights, UOI reflections) to design inclusive learning opportunities.
- **Environment:** Learning spaces are set up to promote independence, collaboration, language, and exploration.
- **Whānau Engagement:** Parents/whānau aspirations are incorporated into curriculum design, ensuring cultural and family values are reflected.
- **Evaluation:** Internal evaluation monitors how inclusive, language-rich, and varied the curriculum is, ensuring continuous improvement.

References

- Ministry of Education, Early Childhood Education Licensing Criteria
- Te Whāriki Early Childhood Curriculum Framework
- Te Tiriti o Waitangi principles
- Health and Safety at Work Act 2015



Transition to School Pathway

Policy Category: Curriculum

Criteria: C5 - C10, HS33

Purpose:

The purpose of this policy is to ensure a smooth, supportive, and well-structured transition for children moving from St Mark's Preschool (or other ECE centres) into **St Mark's School**, aligned with the **Te Whāriki and IB Primary Years Program philosophy**. The programme aims to nurture the **whole child**, promote continuity of learning, and support children and whānau in their journey into formal schooling.

Philosophy:

At St Mark's, we recognise that the transition to school is a key milestone in a child's learning journey. Our approach reflects:

- **IB-PYP principles:** valuing inquiry, agency, and learner profiles.
- **Te Whāriki foundations:** fostering holistic development in social, emotional, cognitive, and spiritual domains.
- A balance of **play-based, hands-on exploration** and **structured learning experiences**, promoting curiosity, independence, and confidence
- Strong **partnerships with whānau** to ensure every child's unique identity, strengths, and culture are valued.

Transition Pathways:

1. Children transitioning from St Mark's Preschool to St Mark's School

- **Explore Year 1 Programme:**
 - Commences a term before the child turns 5, beginning with fortnightly visits and increasing to weekly visits for one period.
 - Children engage in hands-on, inquiry-based learning experiences in a Year 1 classroom, guided by the New Entrant Teacher with support from Foundation teachers.
 - Visits focus on:
 - Building confidence in the school environment.
 - Developing social, emotional, and academic skills.
 - Introduction to IB-PYP approaches: inquiry, reflection, and agency.
- **Collaboration and Communication:**
 - Preschool kaiako share assessment and learning portfolios with the school team to support continuity of learning.
 - Whānau are invited to meet teachers and discuss their child's learning strengths,

interests, and needs.

2. Children transitioning from other Early Childhood Education centres

- **Settling Visits Programme:**
 - Families receive a **schedule of visits** one term prior to school entry.
 - Visits are designed to gradually immerse the child in the school environment and routines.
 - Activities are tailored to each child's developmental stage and needs, ensuring a balance of **structured routines** and **play-based, inquiry learning**.
- **Individualised Support:**
 - Information from previous ECE centres and whānau is collected to guide planning.
 - Teachers provide scaffolding to support children's social integration, confidence, and readiness for learning.

Programme Design:

- **Balance of learning approaches:**
 - Hands-on, inquiry-based experiences guided by children's interests.
 - Structured routines to support independence, self-management, and classroom participation.
- **Role of Teachers:**
 - **New Entrant Teacher:** leads the programme, plans inquiry-based and structured learning experiences.
 - **Foundation Teachers:** provide support, guidance, and continuity between preschool and Year 1.
- **Learning Focus:**
 - IB-PYP Learner Profile development: inquirers, thinkers, communicators, risk-takers. Early literacy, numeracy, social skills, self-regulation, and collaboration. Familiarity with school values, routines, and culture.

Whānau Engagement

- Whānau are partners in the transition process and are encouraged to:
 - Attend information sessions about the transition and IB-PYP philosophy.
 - Meet teachers to discuss their child's learning profile and needs.
 - Participate in school events to build connections with peers and the school community.

Review and Evaluation:

- The programme is **monitored and reviewed annually**.
- Feedback from children, whānau, and teachers is used to continuously refine the transition experience.
- Success is measured through children's confidence, engagement, and smooth integration into Year 1.

Last Reviewed: September 2025 / **Next Review:** October 2026



St Mark's

Make Your Mark Every Day

Positive Behaviour Guidance Policy

Policy Category: Curriculum

Criteria: C5 - C10, HS33

Purpose

The purpose of this policy is to ensure consistency among staff in responding to children's behaviour, create a positive environment where children learn to take responsibility for their actions and respect others, ensure that all children feel safe and are treated appropriately, and inform parents and whānau about positive guidance strategies to promote collaboration between home and preschool.

Position Statement

At St Mark's Preschool, we model and nurture **pro-social skills** at all times. We recognise that each child has **unique individual potential**, which requires supportive, consistent, and gentle guidance.

We uphold the following principles:

- **Respect and dignity:** Every child is treated with care and consideration.
- **Developmentally appropriate guidance:** Behaviour guidance is tailored to the child's stage of development.
- **Positive reinforcement:** Encouragement, praise, and recognition of effort are central.
- **Non-violent approaches:** Guidance never involves physical ill treatment, solitary confinement, immobilisation, or deprivation of basic needs.

This policy is aligned with **Te Whāriki**, particularly:

- **Strand: Belonging – Goal 4:** Children experience an environment where they know the limits and boundaries of acceptable behaviour.

Guiding Principles:

- **Model pro-social behaviour** consistently.
- **Coach and support** children to manage feelings and conflicts.
- **Praise and reinforce** desired behaviours immediately and specifically.
- **Set clear, predictable boundaries** that children understand.
- **Use natural and logical consequences** rather than punitive measures.

Procedure:

1. Clear Rules, Predictable Schedules, Transitions

- Children have **clear limits and boundaries**.
- Instructions are concise and age-appropriate.
- Children receive **warnings** for transitions (e.g., meal times, tidy-up, moving indoors).

2. Essential Agreement

- Children help **set their own limits**.
- Mistakes are framed as **learning opportunities**.

3. Positive Verbal Redirection

- Teachers redirect children to acceptable behaviour.
Choices for alternative activities are offered when necessary.

4. Calming and Conflict Resolution

- Listen actively to children's feelings and frustrations.
- Guide children to resolve conflicts using **pro-social problem-solving skills**.
- Model and coach strategies to **self-regulate behaviour**.

5. Ignoring Minor Non-Aggressive Behaviour ("Ignoring Muscles")

- Non-harmful behaviours (tantrums, whining) are sometimes ignored to avoid reinforcement.

6. Natural and Logical Consequences

- Children receive **two warnings** for inappropriate behaviour.
- On a **third warning**, consequences are applied (e.g., temporary removal from activity appropriate to age).

7. Aggressive or Destructive Behaviour – Zero Tolerance

- Hitting, throwing, or intentionally destructive behaviour is **not tolerated**.
- Children are redirected to a safe alternative activity.
- Example: If a child hits outside, they are brought inside, the behaviour is explained, and they are supported in a calm activity.

8. Review Behaviour Plan

- Regularly monitor:
 - Frequency of positive attention for pro-social behaviour.
 - Effectiveness of incentive programs.
 - That "zero tolerance" behaviours are **not inadvertently reinforced**.

9. Parental Collaboration

- Conferences with parents/whānau to **coordinate strategies** between home and preschool.
- Share observations, strategies, and progress to ensure consistency.

10. Opportunities for New Learning

- Children are provided repeated opportunities to **practice alternative behaviours**.
- Teachers model, coach, and reinforce replacement behaviours.
- **Proximal praise** is used immediately following desired behaviours.

References and Alignment

- **Incredible Years® Programme:** Positive behaviour support, coaching, and reinforcement strategies.
- **Te Whāriki ECE Curriculum:** Strand – Belonging, Goal 4.
- **ECE Licensing Criteria:** Ensures safe and respectful care of children.



Preschool Settling Policy

Policy Category: Curriculum

Criteria: C5 - C10, HS33

Purpose:

The purpose of this policy is to ensure that new students and their whānau experience a smooth, supportive, and positive introduction to St Mark's Preschool. It aims to foster a sense of belonging, promote confidence and independence, and establish collaborative relationships between staff and families.

Position Statement:

At St Mark's Preschool, we recognise that each child is unique and transitions to a new learning environment at their own pace. We value:

- **Individualised support:** Respecting each child's temperament, interests, and prior experiences.
- **Whānau partnership:** Collaborating with families to ensure consistency and reassurance.
- **Positive, play-based learning:** Providing opportunities for children to explore, engage, and build relation
- **Safe and welcoming environment:** Ensuring children feel secure, valued, and respected from their first day.

This policy aligns with **Te Whāriki**, particularly:

- **Belonging – Goal 1 & 4:** Children experience an environment where they feel secure, included, and know the limits and boundaries of acceptable behaviour.
- **Wellbeing:** Children's physical and emotional safety is prioritised.
- **Contribution:** Children are supported to participate and engage actively in the preschool community.

It also aligns with **IB-PYP** principles:

- **Learner agency:** Children are encouraged to make choices and take an active role in their learning and settling.
- **Holistic development:** Emotional, social, and cognitive needs are nurtured.
- **Inquiry-based approach:** Settling visits are structured around children's interests and questions, fostering curiosity and exploration.
- **International-mindedness:** Respect for diverse backgrounds and prior experiences is modelled and encouraged.

Settling Procedures for New Students:

1. Pre-Start Communication

- Families are contacted before enrolment to provide information about the preschool, routines, and expectations.
- Whānau are encouraged to share relevant information about the child's needs, interests, and routines.

2. Minimum Settling Visits

- Each new student is offered a **minimum of three settling visits** before their official start date.
- Visits begin with **short periods of time**, initially with a parent/caregiver present if needed, and gradually increase in duration.
- The number and length of visits **can be extended depending on the child's readiness and comfort level**, ensuring a smooth and confident transition.

3. Orientation and Routines

- Teachers introduce children to classroom areas, materials, and peers.
- Clear instructions, predictable schedules, and visual cues support children to understand expectations.
- Children are encouraged to participate in daily routines, including snack, play, and tidy-up times.

4. Emotional Support

- Staff model positive social interactions, empathy, and gentle guidance.
- Children are supported in expressing feelings and managing emotions.
- Teachers provide reassurance and consistent routines to build security and trust.

5. Observation and Planning

- Staff observe children's interests, strengths, and areas requiring additional support.
- Individualised strategies are implemented to assist children in adapting to the preschool environment.
- Communication with whānau is ongoing to ensure a consistent approach between home and preschool.

6. Review and Adjustment

- Settling progress is monitored and reviewed regularly.
- Adjustments are made to routines, support strategies, and staff interactions to meet each child's needs.
- Staff meetings and documentation ensure continuity and informed planning.

Whānau Engagement

- Families are encouraged to visit, ask questions, and participate in their child's settling process. Teachers provide guidance on strategies to support the child's transition and reinforce routines at home.
Open, regular communication fosters partnership and ensures children feel supported both at preschool and at home.



Responsible Mobile Phone Use Policy

Policy Category: Curriculum

Criteria: C5 - C6, HS33, GMA3

Purpose:

The purpose of this policy is to ensure mobile phones are used in a **responsible, professional, and safe manner** within St Mark's Preschool. The policy safeguards children's well-being, protects their privacy, and supports staff in maintaining professional boundaries.

Position Statement:

At St Mark's Preschool, children's **safety, well-being, and learning** are our highest priorities. Mobile phones can be useful tools for communication, but can also present risks if not used appropriately. This policy ensures that all staff, whānau, and visitors use mobile phones responsibly, aligning with our values of:

- Child safety and protection
- Respect for privacy and confidentiality
- Professionalism in the learning environment
- Partnership with whānau based on trust and transparency

This aligns with **Te Whāriki – Wellbeing & Belonging**, which emphasises children's right to feel safe and protected in their environment.

1. Staff Mobile Phone Use

- Staff must keep their personal mobile phones in the office during working hours.
- Mobile phones are to be used for **work-related purposes only** while supervising children (e.g., communication with management, emergency use).
- Personal phone calls, texts, and social media use are to be restricted to **non-contact times** (e.g., breaks, staff room).
- Staff may not use personal phones to **photograph, video, or record children** under any circumstances. Preschool devices are provided for curriculum documentation.

2. Parent/Whānau and Visitor Mobile Phone Use

- Parents/whānau are asked to **refrain from using mobile phones** during drop-off and pick-up to prioritise engagement with children and teachers.
- Visitors and contractors are not permitted to use mobile phones in areas where children are present.
- No parent, whānau, or visitor may photograph or record children (other than their own child) without prior consent from management.

3. Children's Mobile Phone Use

- Children are not permitted to bring personal mobile phones or digital devices to preschool.
- If a mobile phone is brought in error, it will be safely stored by staff until the end of the day.

4. Privacy and Child Protection

- Mobile phones must not be used to share, upload, or distribute any information about children, families, or staff.
- Any breach of privacy, confidentiality, or safety in relation to mobile phone use will be treated as a **serious matter** and may result in disciplinary action.

5. Emergency Use

- Staff may use mobile phones in the event of an **emergency** (e.g., contacting emergency services, management, or parents).
- At least one fully charged mobile phone must be accessible during **excursions or off-site activities** to ensure children's safety.

Premises and Facilities

Premises and Facilities Checklist Policy and Procedure

Policy Category: Premises and Facilities

Criteria: PF1 - PF38

Purpose:

The purpose of this checklist is to provide quality assurance that all **Premises and Facilities Licensing Criteria** requirements are consistently monitored and maintained. This ensures a safe, hygienic, and well-prepared environment for children, staff, and whānau at St Mark's Preschool.

While the use of this checklist is optional, it is considered **best practice** to maintain compliance and demonstrate our commitment to providing a high-quality learning environment.

Frequency of Checks:

Checks are carried out **once per term** and additionally as required (e.g., after maintenance, incidents, or health and safety audits).

Responsible Person:

Checks are conducted by the **Head Teacher**, with oversight from the **Assistant Principal**. Any actions required are logged and followed up within agreed timeframes.

Procedure:

1. The designated staff member completes the **Premises and Facilities Checklist** each term.
2. Any areas requiring attention are noted, with clear details of **who** will complete the action and **by when**.
3. Urgent safety concerns are reported immediately to the General Manager and addressed without delay.
4. Completed checklists are signed, dated, and stored in the **Health & Safety Folder** for auditing and review.
5. A summary of findings is reported at the next Staff Meeting and included in the Health and Safety Board report.

Checklist

The checklist is based on the **Premises and Facilities Licensing Criteria (Ministry of Education, 2022)** and includes the following requirements:

Licensing Criteria Requirement	Date of Check	Compliant Yes/No	Requires Attention Yes/No	Action Taken by Whom/When
PF1 Indoor and outdoor learning experiences suitable for age/abilities				
PF2 Effective adult supervision supported by design/layout				
PF3 Current Code of Compliance and BWOFF on display				
PF4 Sufficient materials available				
PF5 Equipment/furniture safe and suitable				
PF6 Floor surfaces safe, durable, clean				
PF7 Glass safety compliance				
PF8 Equipment storage safe and accessible				
PF9 Staff work areas available				
PF10 Art prep/cleaning area hygienic				

Licensing Criteria Requirement	Date of Check	Compliant Yes/No	Requires Attention Yes/No	Action Taken by Whom/When
PF11 Operable phone				
PF12 Lighting, ventilation, temperature, acoustics				
PF13 Outdoor access, gates, fences, drainage				
PF14 Under two areas safe, clean, comfortable				
PF15 Seating/eating safe and hygienic				
PF16 Food preparation areas safe and hygienic				
PF17 Kitchen equipment safe and secure				
PF18 Toilets operable and sufficient				
PF19 Water temperature is appropriate				
PF20 Child toileting/handwashing safe/hygienic				
PF21 Hand drying facilities available				
PF22 Privacy for children's toileting				

Licensing Criteria Requirement	Date of Check	Compliant Yes/No	Requires Attention Yes/No	Action Taken by Whom/When
PF23 Adult toilet available				
PF24 Hot water cylinder safety compliance				
PF25 Nappy changing facilities safe and hygienic				
PF26 Facilities for washing sick/soiled children clean and accessible				
PF27 Sick bay space is safe and comfortable				
PF28 First aid kit stocked and accessible				
PF29 Sleep facilities safe and suitable				
PF30 Sleep furniture and bedding are safe and hygienic				
PF31 Individual bedding is available and clean				
PF32–38 Sleep facilities for sessional/all-day services (as applicable)				

This policy and procedure will be reviewed **annually** or earlier if Licensing Criteria are updated by the Ministry of Education.

Nappy Changing Facilities Policy

Policy Category: Premises and Facilities

Criteria: PF25 - PF26

Purpose:

The purpose of this policy is to ensure the safe provision of nappy changing and washing facilities for children and adults by meeting **Licensing Criteria PF25 and PF26**. This policy also supports compliance with the **Health and Safety at Work Act 2015** by providing safe work practices and reducing risks to health and safety for staff and children.

Position Statement:

St Mark's Preschool provides nappy changing facilities and washing areas that are safe, functional, and hygienic for all children. We are committed to upholding the dignity and wellbeing of children, while ensuring staff have safe work practices that minimise the risk of injury and cross-infection.

Issue Outline

- Children's dignity, privacy, and health must always be respected.
- Nappy changing facilities must be designed and maintained to support safe, hygienic, and age-appropriate care.
- Procedures must be in place to ensure that children who vomit, soil themselves, or have toileting accidents can be washed in a safe and hygienic environment.
- Both children and adults must be protected from unnecessary health and safety risks.

Detail

Nappy Changing Facilities

1. The designated nappy changing facility (bench/table) is stable, secure, and located within reach of handwashing facilities.
2. Children's dignity and right to privacy are respected while ensuring adult visibility for safety.
3. The nappy changing facility is constructed at a safe height, with an appropriate design for the children's age and weight.
4. Facilities are kept free from hazards, maintained, and regularly checked for safety and good repair.
5. The changing area is located away from play spaces and food preparation areas.
6. Surfaces are impervious to moisture, easily wiped clean, and disinfected after each use.
7. Clear procedures are in place for cleaning, hygiene, and infection control. These procedures are included in the Staff Onboarding and displayed in the nappy change area.
8. Suitable storage space is provided for nappies, wipes, gloves, and cleaning materials.

9. The facility design allows for children's independence where appropriate, while ensuring safety.
10. A child handwashing area is located within or adjacent to the changing space.
11. Where possible, children are encouraged to climb onto the changing facility independently (with support as needed), reducing the risk of staff injury from lifting heavy children.

Washing Sick or Soiled Children

1. A dedicated area is provided for washing children who vomit, soil themselves, have toileting accidents, or become very dirty during play.
2. Facilities are safe, accessible, and kept in a hygienic state.
3. Clear procedures are in place and include:
 - Staff wearing gloves and protective equipment
 - Soiled clothes are placed in sealed bags to return home
 - Surfaces disinfected after use
 - Children's dignity and comfort are supported at all times
4. These procedures are displayed in the washing area and all staff are trained during induction and ongoing professional development.

Alignment with Other Policies

- Nappy Changing Procedure
- Health and Safety Policy
- Infection Control Policy

Relevant Background (Legislation/Regulation)

- Licensing Criteria 2008 – Premises and Facilities (PF25 & PF26)
- Health and Safety at Work Act 2015
- Ministry of Education Guidance – Child Health and Wellbeing

Impacts of Policy on Staff, Parents, and Children

- Ensures children's **safety, independence, and dignity** are respected.
- Reduces the spread of infection and illness.
- Minimises risk of injury for staff when lifting children.
- Provides reassurance for parents/whānau that high standards of hygiene and care are consistently maintained.

Alignment with the Preschool Philosophy

At St Mark's Preschool, we believe in providing a **safe, nurturing, and respectful environment** for all children. This policy supports our philosophy by ensuring daily care routines are carried out with dignity, safety, and wellbeing at the forefront.

Implications and Risks

Failure to follow this policy may result in:

- Non-compliance with Ministry of Education licensing criteria.
- Increased risk of infection spread among children and staff.
- Risk of staff injury due to unsafe lifting practices.

Implementation

- All staff are trained in the **Nappy Changing and Washing Sick/Soiled Children Procedures** during induction.
- Procedures are displayed in relevant areas and reviewed annually.
- The Head Teacher oversees compliance and ensures facilities are maintained.

Last Reviewed: September 2025 / **Next Review:** October 2027

Washing Sick/Soiled Children Policy and Procedure

Policy Category: Premises and Facilities

Criteria: PF26

Purpose:

The purpose of this operational procedure is to ensure that hygiene and infection control outcomes are met in alignment with **Licensing Criteria PF26**.

Position Statement

At St Mark's Preschool, we take all reasonable steps to prevent the spread of infection among children and staff. We have clear procedures for washing sick or soiled children that promote **high standards of hygiene, health, and safety**. Children's **dignity, comfort, and well-being** are central to our practices.

Issue Outline:

Sometimes children may need all or part of their bodies washed. This may occur when:

- Nappy wipes are insufficient to clean a soiled child.
- A child has vomited on themselves.
- A child has had a toileting accident.
- A child becomes very dirty during play.

Following this procedure reduces the risk of infection for staff, prevents cross-contamination to other adults or children, and ensures consistent practice across the teaching team.

Alignment with Policies:

This procedure aligns with the following Centre Policies:

- Nappy Changing Procedure
- Nappy Changing Facilities Policy
- Infectious Disease/Illness Policy

Procedure Detail

Step	Procedure
1	Facilities are arranged to both support the child's independence (as appropriate to age) and protect their dignity and right to privacy, while maintaining adult supervision.
2	Staff must wear disposable gloves and any other protective clothing provided by the Centre. Remove soiled clothing and place it in a double-sealed plastic bag or a designated lidded bucket.
3	Use the appropriate facility depending on the child's needs (e.g., preschool's hand-held shower head or shub).
4	Wash the child gently using the designated facilities and a disposable cloth (or a cloth kept specifically for this task only).
5	Staff must remove gloves, put on clean gloves, then dry and redress the child in their own spare clothing.
6	Clean the washing area thoroughly using a Centre-approved disinfectant (e.g., 0.1% bleach solution or equivalent containing 0.5% sodium hypochlorite).
7	Use disposable cleaning equipment where possible. If a reusable mop is used, it must be soaked in 0.1% bleach solution for at least 30 minutes. Use separate cloths for high-risk areas.
8	Pay particular attention to high-contact and contamination-prone areas (e.g., bathroom floors, toilet surrounds, doorknobs, taps, sinks, benches, handrails, and light switches).
9	Towels or reusable cloths used must be washed separately in the washing machine on a hot wash.
10	Staff must wash hands thoroughly with warm water and soap, dry with paper towels, and, where available, use alcohol-based hand sanitiser.
11	If a bucket or container is used for waste or cleaning, it must also be cleaned and disinfected using the same method to avoid cross-contamination.

Relevant Background (Legislation/Regulation):

- Licensing Criteria for Early Childhood Education and Care Centres 2008 – Premises and Facilities, PF26:
There are suitable facilities provided for washing sick or soiled children, and a procedure outlining how hygiene and infection control outcomes will be met when washing sick or soiled children.
- Health and Safety at Work Act 2015

Implementation

- All staff are trained in this procedure as part of their induction and ongoing professional development.
- Procedures are displayed in the relevant area of the Centre.
- The Preschool Manager/Head Teacher is responsible for monitoring compliance.



Smoke-Free Policy

Policy Category: Health and Safety

Criteria: PF29, HS33, GMA6

Purpose:

The purpose of this policy is to provide a **completely smoke-free and vape-free environment** at St Mark's Preschool, protecting the health, safety, and well-being of children, staff, whānau, and visitors. This policy ensures compliance with the **Smoke-free Environments and Regulated Products Act 1990** and the **ECE Licensing Criteria**, while promoting healthy role modelling for tamariki.

Position Statement:

At St Mark's Preschool, we are committed to creating an environment where **children's well-being is paramount**. Exposure to smoking or vaping conflicts with our responsibility to:

- **Protect children's health** from harmful substances.
- **Model positive lifestyle choices** and wellbeing.
- **Uphold Te Whāriki – Wellbeing/Mana Atua**, which emphasises keeping children safe and promoting their holistic health.

We recognise our duty to ensure that **all indoor and outdoor areas** are completely free from smoking and vaping at all times.

Issue Outline:

1. Smoke-Free and Vape-Free Environment

- Smoking and vaping are prohibited **at all times**:
 - Inside preschool buildings.
 - Outdoors within preschool grounds.
 - During excursions and off-site activities, when children are present.

2. Staff Responsibilities

- All staff are expected to model healthy behaviour and **refrain from smoking or vaping** during work hours and while representing the preschool.
- Staff may not smoke or vape in uniform in view of children, whānau, or the wider community.

3. Whānau, Visitors, and Contractors

- Whānau, visitors, and contractors are required to comply with the smoke-free and vape-free policy.
- Clear signage will be displayed at all entrances and throughout the preschool to remind everyone of our smoke-free environment.

4. Excursions and Off-Site Activities

- Staff, parents, and volunteers must not smoke or vape while supervising or transporting children on excursions.

5. Communication

- Families are informed of this policy during enrolment and reminded as necessary.
- Staff will **politely but firmly** remind anyone who breaches the policy of our smoke-free commitment.

Licensing Criteria Alignment:

This policy supports compliance with the following **ECE Licensing Criteria**:

- **PF29**: All licensed ECE services must comply with the Smoke-free Environments and Regulated Products Act 1990.
- **HS33**: Children are protected from harm and hazardous substances, including second-hand smoke.
- **GMA6**: Management ensures policies and procedures maintain children's health and safety.

Review and Evaluation:

- This policy will be reviewed **annually** or earlier if legislation or licensing requirements change.
- Staff, whānau, and board input will be considered in the review process.
- Any breaches will be documented and addressed immediately to ensure the preschool remains smoke-free and vape-free.

Health and Safety

Laundry Procedure

Policy Category: Health and Safety

Criteria: HS2, HS30

Purpose:

The purpose of this operational policy at St Mark's Preschool is to ensure that laundering practices (whether off-site or on-site) involving linens used by children and adults are maintained to a high standard, to comply with Licensing Criteria HS2.

Position Statement:

At St Mark's Preschool, we maintain a high level of hygiene across all areas, with the hygienic laundering of linen used by children and adults being a top priority to uphold excellent health and safety standards. We ensure that these high standards are consistently met and that all staff are informed about the requirements and the Preschool's laundry schedule. Parents are made aware of this policy during the enrolment process.

Issue Outline

There are items in our Preschool that need prompt, regular washing, i.e. bedding, towels, cloths, and dress-ups. Regular washing of towels, tea towels, dress-up clothes, toys, bedding and other such items used by children is essential to control the spread of infections.

The licensing criteria (HS2) do not set a temperature at which laundry must be washed, but our Preschool does need to have a procedure for how linen is laundered hygienically. The Licensing Criteria documentation guidance states that Regional Public Health Units recommend that 'all washing is done in hot water with an adequate amount of laundry detergent'.

Detail:

This policy outlines the practice followed in ensuring that linen used by children at the centre is hygienically laundered. This involves:

Washing in-house

- We use a washing machine to launder all linens, including bedding and kitchen laundry. We ensure that **hypoallergenic** washing powder is used in every load to prevent allergic reactions and promote a safe, comfortable environment. The washing machine is operated according to the Preschool's laundering schedule to maintain high hygiene standards and prevent cross-contamination.
- There is a schedule of when items need to be washed to ensure a sufficient supply of linen and other items is available. There must always be sufficient bedding, as bedding must not be shared by children. Sleeping linen and other items are to be washed weekly.
- We ensure that different types of laundry are washed separately to prevent cross-infection.

Bedding used by children and adults is washed separately from kitchen laundry, such as dishcloths and towels. This practice helps maintain hygiene standards and reduces the risk of contamination. Each category of laundry is handled and washed according to its specific requirements, ensuring that all linens are cleaned to the highest standard.

- A designated staff member, such as a teacher or teacher assistant, is rostered each week to ensure that all linens are washed as required. This includes ensuring that bedding is washed separately from kitchen laundry, such as dishcloths and towels, weekly. This staff member is responsible for maintaining the washing schedule and ensuring that all items are laundered to the highest hygiene standards.
- Laundry is dried using a **dryer** to ensure quick and efficient drying while maintaining high hygiene standards. In cases where a drying rack is used, it is placed in a designated area that does not cause any obstruction. This ensures safety and accessibility for both staff and children while maintaining a clean and organised environment.

Managing Soiled Linen/Clothing:

We take a careful and hygienic approach to managing soiled linen and clothing to ensure the health and safety of all children and staff. The following procedures are in place to handle soiled items promptly and effectively:

- Immediate Response:
 - If a child soils their clothing or linen, staff will immediately assist the child in changing into clean, dry clothing.
 - Gloves will be worn by staff when handling soiled clothing or linen to avoid direct contact with contaminants.
- Storage of Soiled Linen/Clothing:
 - Soiled clothing or linen will be placed in a sealed plastic bag or appropriate container to prevent contamination of other items.
 - The bags or containers will be clearly labelled and securely closed to ensure hygienic storage until laundering.
- Laundering:
 - Soiled linen and clothing will be washed separately from other laundry, such as kitchen towels or dishcloths, to prevent cross-contamination.
 - We use **hypoallergenic** washing powder for laundering all soiled items, ensuring the comfort and safety of children with sensitive skin.
 - The laundering will be carried out using a washing machine, following the centre's laundering schedule, and ensuring all items are washed thoroughly.
- Drying:
 - After laundering, all soiled linen and clothing will be dried using a **dryer** to ensure proper sanitation.
 - If a drying rack is used, it will be placed in a designated area that does not obstruct exits or high-traffic areas, ensuring safety and easy access.
- Communication with Parents:
 - Parents will be informed if their child's clothing or linen is soiled. If a change of clothing is required, parents will be encouraged to provide spare clothing for their child.
 - Soiled items that belong to a child will be returned to parents in a sealed bag for cleaning at home if necessary.

Alignment with Other Policies:

- HS12 – Hazard identification
- HS30 – Children are washed if they are soiled.

Relevant Background (including legislation/regulation references):

Licensing Criteria 2008, Health and Safety, Hygiene documentation required:

- **HS2:** a procedure for the hygienic laundering (off-site or on-site) of linen used by children or adults.

Resources:

Auckland Regional Public Health Service: Health and Safety Guidelines for Early Childhood Centres 2018

Canterbury District Health Board: Early Childhood Centre Information 2018

Impacts of Policy on Staff, Parents, Children:

A standardised system keeps children safe by ensuring that cleaning is done on time and to appropriate standards. This gives assurance to staff and parents that the materials children use are hygienic.

Alignment with the Preschool Philosophy:

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

Implications and/or Risks:

- Children and/or adults at the centre are put at risk of infection and/or contamination from soiled or improperly laundered linen.
- No standard system or policy
- Irregular practice of timing and quality of laundry.

Nappy Changing Procedure

Policy Category: Health and Safety

Criteria: HS3, HS30

Purpose:

The purpose of this procedure is to ensure appropriate compliance with licensing criteria HS3.

Position Statement:

At St Mark's Preschool, changing nappies is an essential part of providing care and attention to young children. Parents can trust that our centre follows considerate and safe processes to ensure the well-being of their children. We have established specific procedures for nappy changing to prevent any risk of infection being spread among children and staff while ensuring that each child is treated with dignity and respect throughout the nappy-changing process.

Issue Outline:

We understand that children need to feel dry and comfortable for their physical and emotional well-being. Nappy changes are an essential part of this care and must be done in a way that ensures the safety of both children and caregivers while respecting the child's dignity.

We also recognise that nappy changing offers an opportunity for one-on-one time between the child and a trusted caregiver. We approach this time in an unhurried and thoughtful manner, using a pedagogical approach that supports the child's development. Communication is key, and as educators, we acknowledge that similar to the home environment, parents and whānau often use nappy changing as a time to engage with their children, helping to enhance language development and strengthen their bond.

Detail:

- All nappy changing occurs in the designated nappy changing area, separate from play and food preparation areas (PF25). Surfaces are impervious to moisture and able to be easily wiped and disinfected.
- Only trained staff members are permitted to change nappies. This includes permanent staff and teacher assistants who have received the necessary training in nappy-changing procedures. Relievers and other untrained staff are not authorized to change nappies. Parents and caregivers are welcome to change their own child's nappy, but they are not permitted to change other children's nappies while at the centre. This ensures that all nappy changes are conducted safely and in line with our centre's policies.
- We change children's nappies every two hours (during morning tea, lunch and afternoon tea) to ensure their comfort and well-being. We also change them when needed.
- Staff at St Mark's Preschool receive regular training and reminders on respectful and hygienic nappy-changing processes to ensure the highest standards of care.
- Cleaning agents and disinfectants used for cleaning the nappy changing area are stored securely

in a safe location, inaccessible to children, such as a locked cupboard in the staff room.

- There is a daily nappy changing schedule in place, located in the designated nappy changing area in the children's toilet. When a child's caregiver changes a child's nappy, it is noted on the schedule. In addition to the schedule, each child's key caregiver regularly checks to ensure that the child remains dry and clean throughout the day.
- Our procedure for changing and disposing of nappies is displayed near the nappy-changing facilities and is consistently followed by all staff.
- Staff are required to wear disposable gloves when changing nappies to ensure hygienic practices.
- Hands must be washed and dried immediately after each nappy change to prevent cross-infection. The required handwashing procedure, which is the most effective method to prevent cross-infection, is prominently displayed in the children's toilet.
- Disposable gloves must be changed immediately after each nappy change to prevent cross-infection. Handwashing is also required even when gloves are worn.
- We ensure that at least one hand remains on the child at all times during nappy changes to prevent falls and ensure the child's safety.
- The nappy changing surface is cleaned with disinfectant containing 0.5% sodium hypochlorite after each nappy change. Each staff member who changes a nappy is responsible for cleaning the surface immediately following the change.
- All disposable nappies are disposed of in the designated bin, and the lid of the bin must be securely closed after each use.
- Solid waste is disposed of in the toilet, following safe and hygienic practices.
- Cloth nappies are handled according to our Laundry Policy and procedure. If washed at the centre, they are kept separate from other laundry, ensuring hygiene standards are met. If taken home by parents, they are returned in a sealed bag.
- If children use potties, they are cleaned and disinfected after each use. Potties are stored in a designated area in each cubicle when not in use.
- We support all children in developing independence and capability in self-care, including assisting them with nappy changing as needed.
- If a child requires washing, staff are trained to use the dedicated washing facility. The area will be thoroughly cleaned and disinfected after each use.
- Soiled clothing is rinsed by staff (wearing disposable gloves) and placed in a sealed plastic bag for collection by parents.
- Our Preschool keeps a record of daily nappy changes for parents' information.

General:

Disposable Gloves

Disposable gloves are worn by caregivers in early childhood to help prevent the transmission of infectious diseases during nappy changes. However, gloves must be used appropriately to be effective. Caregivers need to remember the following points:

- Gloves are single use only – that is they must be changed and disposed of between each child.
- Gloves can carry and transfer germs as well as hands.
- Gloves in themselves provide no greater protection against cross-contamination than bare hands.
- The wearing of gloves is not a substitute for hand hygiene and hands must be washed in between nappy changes.

Nappy Creams

Ministry of Education guidance on the use of nappy rash barrier preparations (Early Learning Bulletin 3 August 2023):

Nappy rash barrier preparations are no longer a category of medicine

At St Mark's Preschool, we are clarifying that nappy rash barrier preparations are no longer required to be managed as part of the medicine categories under HS28 Appendix 3 (centre-based). However, when supplying nappy rash barrier preparations, our Preschool procedures will outline hygienic practices to minimise the risk of cross-contamination, the spread of illness, and potential allergic reactions.

Nappy Change Practices and Procedures to Prevent Infection/Cross-Contamination:

- Staff must wear gloves when changing nappies.
- Gloves must be changed between each child.
- Hands must be washed for at least 20 seconds before and after changing nappies and changing gloves. Hands should be thoroughly dried.
- Individual containers of nappy rash cream or barrier cream must be used for each child. If using a shared container of nappy rash cream, a disposable wooden stirrer or stick should be used for each child to minimize cross-contamination. The stirrer/stick should be disposed of after each use.
- If a child requires prescribed medication to treat a condition such as thrush or an infected nappy rash, this medication will be treated as a category (ii) medicine and managed accordingly.

These practices ensure that nappy changing and the use of nappy rash barrier preparations are carried out in a safe, hygienic, and effective manner to prevent the spread of infection and promote the health of all children in our care.

Alignment with other Policies:

- Laundry Policy

Relevant Background (including legislation/regulation references):

Licensing Criteria 2008, Health and Safety, Child Health and Well-Being documentation required:

- **HS3:** A procedure for the changing (and disposal, if appropriate) of nappies. The procedure aims to ensure:
 - Safe and hygienic practices; and
 - That children are treated with dignity and respect.
- **HS30:** Children are washed when they are soiled or pose a health risk to themselves or others.

Impacts of Policy on Staff, Parents and Children:

Parents and whānau are assured that their children's health and safety, as well as emotional wellbeing, is paramount whilst at St Mark's. Hygiene and prevention of infection and illness are of paramount importance within our Preschool.

Staff are supported through training and guidance to keep themselves and children safe and healthy. The policy also ensures that providing very personal care such as changing nappies is considered as a

time of learning and development for the child.

Implications and/or Risks for our Preschool:

We avoid risk to the Preschool's reputation and assure parents of appropriate and safe care for their children.

Implementation:

The Head Teacher checks regularly that all staff and parents comply with the policy, provides training where necessary and ensures records are kept and the area is kept hygienically.

Toilet Training Policy

Policy Category: Health and Safety

Criteria: HS3, HS28, HS29 / Regulation 46 under the Education (Early Childhood Services) Regulations 2008

Position Statement:

We will provide a safe, healthy and hygienic environment in which teachers always treat children with dignity and respect. We will work with parents/whānau to support and continue their child's toilet training once it has been successfully established in their home environment. To maintain a safe and hygienic environment for everyone in the Preschool, we must balance the wishes of the parents/whānau with the health and safety standards of the Preschool. The initiation of toilet training should always be based on the child's developmental level rather than on the child's age. Initiating toilet training before the child is developmentally ready can create stress and anxiety for the child and the family, and increase the length of time it takes to train the child.

Issue Outline:

Clear policies, procedures and communication with parents will help to avoid situations where parents begin toilet training before a child is developmentally or emotionally ready for several different reasons, such as financial. This can result in distress for the child, lowering of their self-esteem, making the process take longer or in physiological problems caused by the child holding on. Regular and repeated toileting accidents around the Preschool can lead to an unhygienic environment with a risk of infection.

General:

- Toilet training is seen as a self-care skill that children can learn with the full support and nonjudgmental concern of adults.
- Toilet training should begin when the child is showing clear signs of readiness:
 - The child expresses an interest in toileting
 - The child tries to use the toilet or is watching their peers/siblings with interest
 - The child can communicate his/her need to eliminate (urinate/defecate)
 - They are dry overnight and/or for longer periods during the day
- Toilet training will be more successful if both the centre and the parents are working together. This means that if it is decided the child is ready for toilet training, then they move into undies in both environments. Teachers are here to help and offer support.
- Urine or bowel motion accidents in our Preschool or the playground pose a health risk to the other children and divert the teacher's attention. If a child experiences 3 accidents in a day, the child will be in nappy pants for the remainder of the day to ensure comfort and hygiene, while continuing to support their toileting progress. This approach helps create a positive and secure environment for the child, reducing any frustration and allowing us to keep working together towards their toileting milestones.
- Parents will be reassured that toilet training is a multi-stepped process, setbacks are common, should be anticipated, and need not be seen as a failure, but rather as a temporary step back to a more comfortable place and, indeed, another natural step toward progress.

Procedure:

- When it is agreed that toilet training will begin at the Preschool, a discussion is had with the parents and Head Teacher of the Preschool outlining the Preschool's policy and coming up with a plan to suit the child.
- Record this in the teacher's communication diary.
- During this period, the child may wear pull-ups, training pants and finally regular underwear as supplied by the parents.
- Parents can assist this by dressing the child in clothing that allows them to dress and undress themselves easily for toileting.
- Teachers will remind the child to use the toilet periodically throughout the day or at signs of readiness on a rostered basis.
- Toileting times and/or accidents will be recorded and available for parents to see.
- Teachers will ensure children are washing and drying their hands after using the toilet or potty.
- Teachers support bottom wiping where needed, positively and encouragingly and can assist children with clothing.
- Parents must supply plenty of spare clothing, pull-ups, training pants or underwear for the child.
- If a child has an accident, teachers will treat them with respect and dignity.
- If the toilet training is not working and there are numerous accidents, the Dean of Preschool and the teaching team will talk to the parents to discuss a plan and suggest waiting and trying again when the child is ready.

Alignment with Other Policies:

- Nappy Changing Policy
- Laundry Policy
- Health and Safety Policy

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

Education (Early Childhood Centres) Regulations 2008 (Regulation 47);

- The Governance, Management and Administration standard is the standard that requires every licensed service provider to whom this regulation applies to ensure that –
 - (a) The service provider regularly collaborates with –
 - (i) parents and family or whānau of children enrolled in the service
 - (b) adequate information is made available to parents of enrolled children and, where appropriate, to the families or whānau of those children about the operation of the service

Impacts of Policy on Teachers, Parents, Children:

This policy aims to avoid situations where parents begin their child's toilet training before they are developmentally or emotionally ready, which can be very distressing for the child and create further problems for the child, family and Centre.

Alignment with the Preschool Philosophy:

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

Implications and/or Risks:

Adhering to this policy helps promote a hygienic environment and protects the carpet fixtures. Clear communication with parents ensures everyone is on the same page, fostering a positive and supportive partnership. This approach significantly reduces the potential for any misunderstandings or concerns.

Implementation:

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



Emergency Management and Response Plan

Policy Category: Health and Safety

Criteria: HS4 - HS8

Purpose:

The purpose of this operational procedure is to provide information and details on the steps to be taken by Preschool staff in the event of an emergency, as listed below (nos. 1-16). This procedure should be used in combination with the school's **Emergency Management Plan**, which contains information regarding our communications plan, emergency contacts, and evacuation areas. The Preschool's Emergency Management Plan is shared with parents and caregivers and kept up to date. The Emergency Management Plan includes:

- An evacuation procedure for the centre premises
- A list of safety and emergency supplies and resources sufficient for the age and number of children and adults at the service, and details how these will be maintained and accessed in an emergency
- Details of the roles and responsibilities that will apply during an emergency
- A communication plan for families and support services
- Evidence of review of the plan on at least an annual basis and implementation of improved practices as required.

Emergency response types cover the following scenarios:

- Fire
- Earthquake
- Tsunami
- Flooding
- Volcanic eruption and ashfall
- Pandemic
- Gas Leak
- Chemical Spills
- Dealing with a suspicious letter or package
- Bomb threats
- Trespasser on the early learning service grounds
- Attacker on site
- Serious injury or death
- Missing child
- Lockdown
- Shelter in Place

Position Statement:

At St Mark's Preschool, the safety and well-being of children in our care, staff working at the preschool, and visitors on-site are our highest priority. We will take all reasonable steps to prepare for, respond to, and recover from emergencies.

Issue Outline:

An emergency refers to a sudden or unforeseen occurrence of potential danger to persons or property requiring immediate action. Emergencies range from natural and man-made disasters, including flooding, fire, earthquake and chemical spills. There are other emergencies, such as encountering a dangerous and or armed person.

An emergency can also be a traumatic event, such as a sudden death or serious injury of a child or staff member, witnessing serious injury or death of a child, young person, staff member or whanau member, or a lost or missing child.

Evacuation and or emergency response procedures will minimise the risk of injury and stress to children and adults and create confidence in staff, families and children about handling emergencies.

Detail:

We are fully prepared for any emergencies that might happen at any given time and on any given day. This is supported by ensuring that there will always be at least one staff member who either holds a current first aid certificate, is a registered medical practitioner, nurse with a current practising certificate, or a qualified ambulance officer or paramedic (HS25).

We conduct fire evacuation and earthquake drills at least twice a month and maintain records of these drills (HS8). For scheduled whole-school fire drills, we notify the Fire Service communication centre before performing an evacuation drill. Our fire evacuation plans are approved by the Fire Service and are reviewed annually.

At St Mark's Preschool, we conduct planned emergency drills tailored to our Preschool's specific location, taking into account potential threats and natural disaster risks, such as proximity to the shoreline with potential tsunami risk or nearby waterways.

We adhere to the St Mark's School Emergency, Evacuation, and Lockdown Policy. We also carry out planned emergency drills in preparation for unforeseen disasters or security events, such as a trespasser on the premises. The Preschool's emergency response procedures and Emergency Management Plan guide these drills.

We maintain a record and schedule of our fire evacuation, earthquake, and lockdown drills, and we evaluate the outcomes of these drills during our annual review. Our emergency plan is updated based on these reviews (HS8).

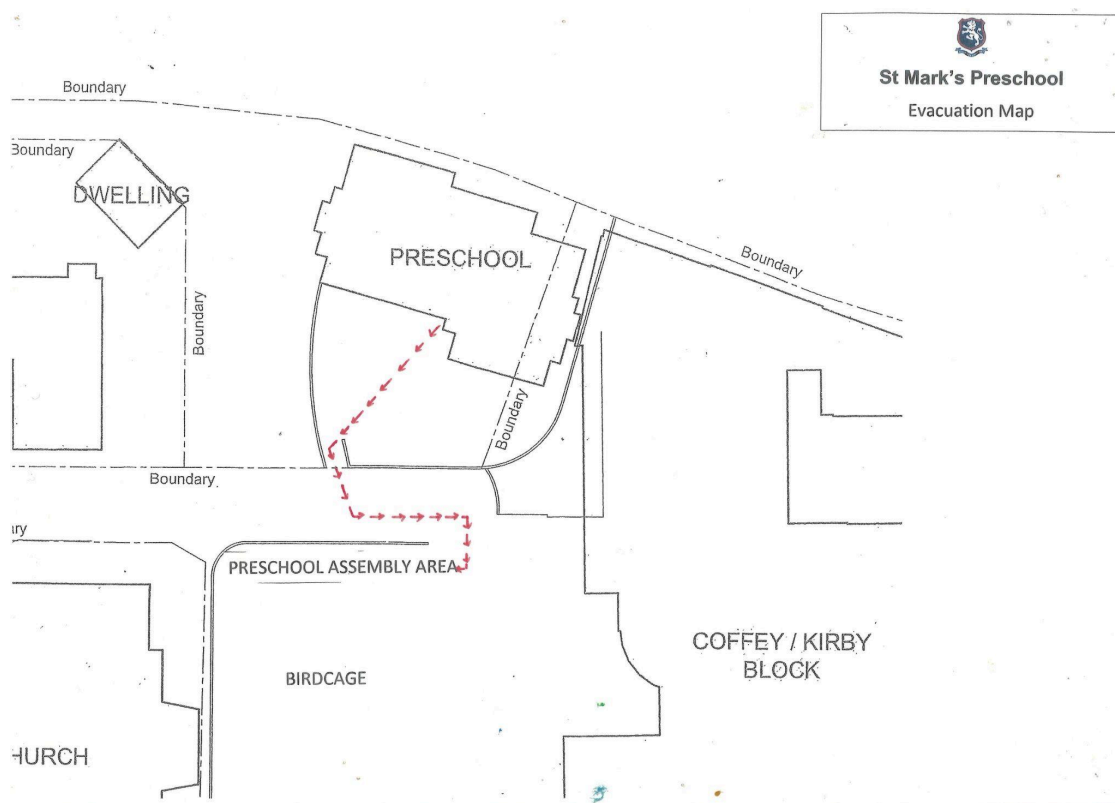
Our Emergency Management Plan is prominently displayed at the centre, and all children and adults are trained in emergency procedures. The plan is developed in consultation with local civil defence

emergency representatives, parents, and staff. It covers preparation, response, and recovery contingencies and includes guidance on responding to traumatic events.

We also have a portable civil defence kit containing:

- Sufficient food and water for everyone at the centre for at least two days
- Essential medicines
- An up-to-date emergency contact list for staff, families, and emergency services
- Supplies in line with civil defence guidelines

The emergency contact list is regularly updated. Children may only be collected by authorised adults, and we keep a record of these authorisations. If children are not collected by their parents, caregivers, or other authorised adults, they will be supervised at the Preschool (if it is safe to remain) for up to three days. After this period, the emergency response unit will assume responsibility.



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Roles/Responsibilities:

Head Teacher of Preschool/Emergency Warden

- Develops an external contact list with relevant emergency services, Civil Defence and other agencies that must be contacted in emergencies.
- Develop a communication plan with parents and emergency services.
- Develop a plan for actions that must be taken after an evacuation takes place.

- Ensures staff and children undertake regular emergency drills and staff are trained in traumatic event response procedures.
- Asks staff to gather children and assemble in the designated safety meeting place (depending on the emergency).
- In the event of an emergency evacuation, decide whether to vacate if possible, based on the health and safety officer's advice.
- Is the last person to leave the centre premises. Responsible for checking sleep areas, bathroom and outdoor areas so no person is inadvertently left behind.
- Collects the roll and parent contact list.
- Ensures emergency and evacuation procedures are marked.
- Ensures that heavy furniture, fixtures, and equipment that could fall or topple and cause serious injury are secured to walls.
- Ensure that everyone knows where the designated assembly area is and will change it if this unnecessarily places children at further risk.
- Conducts a head count.

Health & Safety Officer (Whole School)

- Trains staff and children about emergency and traumatic event response procedures.
- Operates the fire alarm and calls the fire service (or asks someone else to help).
- Retrieves the supplies ready to be used.
- Checks and replenishes supplies every six months.
- Organises fire drills and contacts the fire service in advance.
- Has established relationships and contacts with the local civil defence emergency representative/s.

All Staff

- The staff's first responsibility is to the children at the centre.
- Keep calm and ensure children are assembled in the designated safety meeting place (depending on the emergency); we will use the code, "Go, cat, go!" during lockdown.
- Follow the agreed emergency procedure.
- Instruct children to follow your lead. As much as possible, without endangering yourself, assist them.

Emergency Response Types

Evacuation from the early learning service may be required to ensure the safety of staff and children in an emergency event. In all cases, evacuations need to be planned and practised, particularly in an early learning environment involving infants, toddlers and young children, who will need extra care and require carrying, requiring forethought and a higher number of adults. Additional planning and forethought needs to be put into processes involving higher needs children.

General evacuation plan:

- Event occurs / Alarm sounds
- Contact emergency services by calling 111
- Staff direct children / carry infants and/or toddlers and /or children with additional needs to evacuate to predetermined area(s)
- Assist adults with additional needs
- Take the roll book with you
- Move quickly but do not run – walk

- Warden is responsible for checking that all rooms are clear – including sleeping rooms and bathrooms
- At the evacuation point:
 - Check children against the roll
 - Communicate with parents/caregivers
 - Implement the reunification process
 - Only release children to approved persons
- Plan for parents and authorised persons not being able to access roads. Reunification may take some considerable time, and the centre may need to care for children until parents can arrive.

Specific events:

- Bomb threat - in the case of a bomb threat, keep at least 100 metres away from the area where the package was found.
- Tsunami – move immediately to the nearest high ground, or as far inland as possible.

Following an evacuation:

- Do not return to the centre site until given clearance to do so.
- Whether the centre can continue to operate that day will be determined by:
 - the nature of the event,
 - the safety of the buildings and other facilities, including running water, power, heating, etc.
 - health and well-being of staff.

The decision whether or not to continue operating following an event rests with the centre manager/operator. Appropriate advice from professionals should be sought if needed.

Fire

	Response actions (as appropriate)
Discovery of a fire or smoke	<ul style="list-style-type: none"> • Ring the fire alarm • Call 111 • If safe to do so, extinguish the fire
On hearing the alarm	<ul style="list-style-type: none"> • Initiate evacuation to the planned location as per fire drill(s) • Teachers/staff take their children to the designated assembly point • Ensure children/staff/visitors with disabilities are assisted by a responsible person • Walk calmly and quickly • Manager/person responsible checks sleeping rooms and bathrooms before leaving the building • Fire drill warden/person responsible takes the registers/roll book(s) • Once gathered on the assembly point, one teacher will call out the children's names from the attendance rolls. The other teachers will look for each child and call 'yes' when they see them. Ensure all infants' and toddlers' presence is checked.

Trapped in a room	<ul style="list-style-type: none"> • If you're in a room with the door closed when the fire breaks out, check to see if heat or smoke is coming in the cracks around the door. • If you see smoke coming under the door, don't open the door! • If you don't see smoke — touch the door. If the door is hot or very warm, don't open the door! • If you don't see smoke — and the door is not hot — then use your fingers to lightly touch the doorknob. If the doorknob is hot or very warm — don't open the door! • If the doorknob feels cool, and you can't see any smoke around the door, you can open the door very carefully and slowly. • When you open the door, if you feel a burst of heat or smoke pour into the room, quickly shut the door and make sure it is really closed. • If there's no smoke or heat when you open the door, go toward your escape route exit. • If you can't get out fast, because fire or smoke is blocking an escape route, you'll want to yell for help. You can do this from an open window or call 111 if you have a phone with you. • Even if you're scared, never hide under the bed or in a closet. In the meanwhile, keep heat and smoke from getting through the door by blocking the cracks around the door with sheets, blankets, and/or clothing. If there is a window in the room that is not possible to escape from, open it wide and stand in front of it. If you can grab a piece of clothing or a towel, place it over your mouth to keep from breathing in the smoke. This works even better if you wet the cloth first.
If Your Clothes Catch Fire	<ul style="list-style-type: none"> • If this happens, don't run! Instead, stop, drop to the ground, cover your face with your hands, and roll. This will cut off the air and put out the flames. An easy way to remember this is: Stop, Drop, and Roll!

Earthquake

	Response actions (as appropriate)
Earthquake is felt	<ul style="list-style-type: none"> • The teachers will call loudly “Earthquake! Drop and cover” • If indoors, get under cover (e.g. a desk) and hold on. • If no cover is available kneel next to and inside wall, facing away from the windows. Bend your head close to your knees, cover the sides of your head with your elbows and clasp your hands behind your neck. If a coat or blanket is available, hold it over your head for protection from flying glass and debris. • Keep away from glass doors, windows, shelves, or equipment that could fall over. • All children will stay in this position until the teachers tell them. Teachers will assess danger such as broken glass and then tell the children where they need to move to. <p><i>Sleep areas</i></p> <ul style="list-style-type: none"> • Wall Cots – leave sleeping babies in wall cots as they give babies some level of protection. • Children not in wall beds need to be moved as quickly as possible to an inner wall away from windows. Adults then kneel, facing away from windows, to form a barrier over the children. Adults then bend their heads down low and cover themselves with a blanket (or similar) to protect themselves and the babies from flying debris.

	<p><i>Outside</i></p> <ul style="list-style-type: none"> ● If no safe cover is available, crouch or lie down, tuck your head down and cover it with your hands.
After the earthquake – expect aftershocks	<ul style="list-style-type: none"> ● Do not run outside ● After the shaking stops, gather, and assess injuries ● Establish the situation and the damage ● Gather in one place ● Evacuate calmly – use previously identified routes to move away from the building ● Take emergency supplies, including contact list ● Follow your emergency plan ● Listen to the radio for instructions from Civil Defence
Ongoing operations following the earthquake	<p>The decision to continue early learning operations rests with the service provider</p> <p>LONG OR STRONG – GET GONE!</p>

Tsunami

	Response actions (as appropriate)
<p><i>Prior to an event:</i></p> <p>Check whether your early learning centre is in a tsunami evacuation zone by contacting your local council or Civil Defence Emergency Management Office. If you are in an evacuation zone, tsunami response planning is required. Prepare your evacuation plan!</p>	
<ul style="list-style-type: none"> ● Feel a strong earthquake that makes it hard to stand up OR Feel a rolling earthquake that lasts a minute or more ● See a sudden rise or fall in sea levels ● Hear loud and unusual noises from the sea 	<ul style="list-style-type: none"> ● DO NOT wait for official warnings ● Once the shaking stops, gather all children and move immediately to the nearest high ground or as far inland as you can ● If you receive an official warning advising you to leave, respond to the first message, do not wait for more messages ● LONG or STRONG: GET GONE ● Listen to the radio for advice and information ● If there is time, take the disaster survival kit and any important documents with you, such as the roll book and contact details. ● Stay out of the evacuated area until given the official “all clear”.

Flooding

	Response actions (as appropriate)
<p>Flooding can happen quickly and have serious impacts. Flooding may be caused by heavy rain, overflowing creeks and rivers and high tides or tsunamis in coastal and low-lying areas. Floods within a building can also be caused by normal wear and tear failures of pipe joints, vandalism, or be the result of earthquakes. Local risks are the responsibility of local authorities. Check with local authorities which local risk management is in place.</p>	

As flooding is noticed	<p>In the case of a flood, teachers will:</p> <ul style="list-style-type: none"> ● Check source of the flood and that no children or staff are in danger ● If flood is due to burst pipes etc, turn off the water at the mains if possible. ● Keep calm. ● Listen to radio for civil defence emergency information. ● Follow instructions of an official civil defence officer. ● Disconnect electrical appliances. ● Turn off electricity and gas supplies at mains. ● Move any valuables, chemicals, documents, equipment etc to higher ground. ● Move personnel to nearest high ground, if advised to do so. ● Use sandbags to prevent flood waters from entering critical areas. ● Keep as warm and dry as possible. ● Remain in existing location (highest safe position) unless instructed otherwise by civil defence officials.
After a flood	<ul style="list-style-type: none"> ● Flood dangers do not end when the water begins to recede. Continue to listen to communication channels and don't return until authorities indicate it is safe to do so. ● Get medical care if necessary. Contaminated water can cause infection ● Stay away from damaged areas ● Contact the MoE regional office

Volcanic eruption and ashfall

	Response actions (as appropriate)
<p>If you are at risk from volcanic activity, learn about your community's warning systems and emergency plans. Prepare an evacuation plan.</p>	<ul style="list-style-type: none"> ● Listen to radio or TV for advice and information ● Contact the local Civil Defence Group for advice on the volcanic hazards that could affect your centre. ● Check that you know what to do. Practice with your children. <p><i>In the event of ash fall:</i></p> <ul style="list-style-type: none"> ● Ensure that everyone on-site stays indoors. Have dust masks available. ● Close windows and doors. In heavy ash falls, windows and doors may need additional sealing to avoid ash entering the building. ● Turn off air-conditioning units and any other equipment that draws in or blows air. ● Protective clothing should be worn by anyone who has to work outside in an emergency and goggles used to protect the eyes. ● Volcanic ash is very abrasive. Properly fitted safety masks are recommended. ● Monitor the amount of ash on roofs, as they may collapse under the weight of ash, causing injury to those inside. Evacuate if necessary. ● Disconnect roof-fed water supply only when ash fall is occurring or during the clean up, to stop ash entering the storage tanks. ● If possible, have outdoor equipment, cars etc parked under cover or cover them. <p><i>After an ash fall:</i></p> <p>The local council and Civil Defence group will provide advice on cleaning up and disposing of ash.</p>

Pandemic

	Response actions (as appropriate)
<p>Pandemics by their nature are unpredictable in terms of timing, severity and the population groups that are most affected. Pandemics could be on a global scale such as influenza, Covid-19 or local disease events such as measles, hepatitis, tuberculosis, norovirus, whooping cough, etc.</p> <p>The Ministry of Health leads the Government's response to a pandemic. It is the responsibility of other agencies to plan for and respond to a pandemic in their respective sectors and settings, based on the direction set out by the Ministry of Health. At all times updates and latest information should be accessed from the Ministry of Health.</p>	
Planning	<ul style="list-style-type: none"> ● Recommend / fund annual vaccinations for staff ● Consider having a supply of gloves, face masks (only for adults), antiseptic hand wash ● Develop a communications plan for staff, children, families ● Identify an appropriate space to be used as an isolation area.
Response – when a pandemic has been advised or declared	<ul style="list-style-type: none"> ● Regularly check for updates and guidelines on the MoE's Early Learning Bulletin ● Regularly check for updates and public health guidelines on the Ministry of Health website ● Follow public health guidelines

Gas Leak

	Response actions (as appropriate)
If gas leak is suspected	<ul style="list-style-type: none"> ● Consider evacuating the area or the centre. Do not re-enter building or outside area until cleared by authorised personnel. ● Turn off the main valve. ● If possible and safe to do so, open windows and allow the gas to dissipate. ● Rescue any person in immediate danger but only if safe to do so. <p><i>Do not:</i></p> <ul style="list-style-type: none"> ● Operate any electrical switches, including lights or alarms. ● Use cell phone in area where leak is occurring – even if outside of building ● Allow anyone to smoke in the vicinity. ● Warn others in the immediate area. ● Call emergency services (111) if required. ● Call local gas company – ensure company details are contained in your communications plan ● Contact the MoE regional office if further support is needed.

Chemical Spill

	Response actions (as appropriate)
<p>All chemical spills must be treated as toxic and dangerous. They can be in liquid form, solids, powder or gas.</p> <p>If you become aware of chemical spill:</p>	<p><i>Move all people in the vicinity to a safe area. Consider:</i></p> <ul style="list-style-type: none"> ● Shelter in place – move/stay indoors and seal doors, windows, other openings and switch off any air intake units ● Evacuation of entire centre if required and safe to do so. ● If required, contact emergency services on 111. ● Give appropriate first aid to anyone in contact with the spill. ● Notify the manager or person in charge / manager and staff. ● Consideration may have to be given to how children will be able to leave the centre after closing time if the spill has not been made safe by then. ● Contact the MoE regional office if further support is needed.

Dealing with a suspicious letter or package

	Response actions (as appropriate)
<p>When dealing with suspicious packages the utmost caution must be exercised and no attempts must be made to touch, move or examine the package.</p> <p><i>Note: if a suspected bomb- do not use a cell phone or other radio device anywhere near the package</i></p>	<ul style="list-style-type: none"> ● Note the location of the package and a description of it. ● Do not touch, shake or attempt to move the package. ● Check with the addressee to see if they are expecting the package. ● Isolate the item. ● Call the police (111) and advise them of the circumstances, the description of the package and its location. ● As appropriate, position staff at a safe distance to direct people away from the area where package / letter is. ● Consider evacuating the area or centre (take police advice).
<p>If you open a letter / package and discover powder</p>	<ul style="list-style-type: none"> ● Put on gloves and place opened letter / package in a plastic bag. ● If hands or any part of the body may have come into contact with the envelope or package then wash with soap and water. <p><i>If contents spilled:</i></p> <ul style="list-style-type: none"> ● Do not clean up or wipe spilt contents ● Avoid breathing the powder or spores ● Clear all people from the area and isolate the area (close doors and prevent access) ● Switch off air conditioning ● Wash hands with soap and hot water <p><i>If contents are spilt on clothing:</i></p> <ul style="list-style-type: none"> ● Select a room for changing ● Remove clothing and place in plastic bag ● Shower with soap and hot water ● Change into other clothes

Bomb threats

	Response actions (as appropriate)
Keep calm. Do not hang up.	A dialogue with the caller is important, as information that may be gleaned from the caller can help assess the current situation and help police with further inquiries. Let the caller talk, ask the questions as the opportunity arises and avoid being confrontational.
If possible, ask questions Write down the exact wording of the threat	When is the bomb going to explode? Where is the bomb? What does it look like? What kind of bomb is it? What will make the bomb explode? Why did you place the bomb? What is your name? Where are you? What is your address?
Caller details:	Gender Estimated age Any speech impediment / accent / loud or soft voice / fast slow speech Calm / emotional manner Did you recognise the voice? If so, who do you think it was? Was the caller familiar with the area? Threat language: well spoken / incoherent / irrational / abusive / taped Background noises: Street noise / music / machinery / vehicle etc. Length of call
Make a checklist and keep it by the phone. Staff who would normally answer the phone should be briefed. A pre-printed version of this checklist is available from the police.	

Trespasser on the Preschool grounds

	Response actions (as appropriate)
Only follow this process if it is clear that the trespasser does NOT come under the category of an attacker (see 'Attacker on site') Trespassing is where a person enters an early learning service and either: <ul style="list-style-type: none"> • Has been requested to leave OR • Their behaviour is such that the early learning service would not permit for them to be there. 	
You become aware of a person on centre grounds that does not have permission to be there.	<ul style="list-style-type: none"> • Assess the nature of the trespasser: non-threatening or aggressive (if aggressive: follow the attacker process) • If appropriate, greet the trespasser, advise them who you are, and ask them why they are there. Wherever possible, ensure you have a colleague with you. • If the reason for the visit appears legitimate, take the person to the office where the reasons for the visit can be dealt with.
Become aware that there is a trespasser on the property.	<ul style="list-style-type: none"> • If the reason for the visit is not legitimate, explain that they have to leave the premises. • Notify the manager or other staff member of the description, location and activity of the trespasser • Ensure the children and staff are safe and the classrooms are kept secure. • If the person leaves when requested they are no longer considered a trespasser.

If the trespasser refuses to leave when requested	<ul style="list-style-type: none"> ● Explain that staff will have to call the police. ● If the trespasser still refuses to leave ask a colleague to call the police. ● If it is safe, stay with the trespasser until the police arrive. ● If the trespasser gives any indication of violence walk away (if possible keep the trespasser under observation from a safe distance until police arrive). ● When police arrive update them on the situation.
Follow-up actions	<ul style="list-style-type: none"> ● Ensure the incident is documented and filed (including providing a report to police). ● Contact the Ministry of Education regional office (which can help you access the Traumatic Incident team if required). ● Debrief staff and assess whether Emergency Management process worked correctly.

Attacker on-site

	Response actions (as appropriate)
<p>This checklist provides a very basic guide to managing an attacker who is on-site.</p> <p>The aftermath of an attack will require careful management as even in the 'best case' scenario of no one being injured there may be traumatised staff and children, concerned parents, disruption to your centre, as well as media interest.</p>	
When responding to an attacker consider:	<p>Escape – Move quickly and quietly away from danger, but only if it is safe to do so</p> <p>Hide – Stay out of sight and silence your mobile phone</p> <p>Tell – Call the police: 111</p>
Shots are heard or a violent or threatening intruder is seen on the premises	<p>Call 111</p> <ul style="list-style-type: none"> ● Identify yourself and your centre, including address ● Give details of the situation ● Give details of any casualties ● Give description of weapons, number of shots etc. ● Give description and location and identity of offender if known ● If safe, move to predetermined safe position to await police arrival ● Alert staff and children. Our alert system: Go, Cat, Go! ● Move everyone out of hallways and into rooms in the centre of the building ● Lock and/or barricade, or cover if possible, doors / windows ● Keep away from windows and entrance way if possible ● Keep quiet and do not leave the classroom unless it is safe to do so ● Should the event occur while students are outside in playing fields: instruct children to move to nearest secure room or to a safe-predetermined, assembly area (which may include an off-site area close to the centre) ● Wait for police to arrive.
Following the incident	<p>The Ministry of Education Trauma Incident Team will provide support 0800-TI TEAM / 0800 848326</p> <ul style="list-style-type: none"> ● Liaise with the media ● Consider whether to temporarily close or continue operating (the trauma team will provide guidance on suitable responses) ● Continue to monitor the wellbeing of children and staff

Serious injury or death

	Response actions (as appropriate)
<p>All early learning services need to be prepared and know how to manage a traumatic incident involving death or serious injury. The sudden death or serious injury of a child, staff member or family / whanau member can affect the physical and emotional wellbeing of children and people within a community.</p> <p>The event also has the potential to cause sudden and/or significant disruption to the effective operation of an ECE centre and the community.</p>	
Death / serious injury occurs at the centre	<ul style="list-style-type: none"> • Ensure your own safety. Assess area for danger (e.g. live wires, poisonous substances etc) • Do not assume death has occurred – give immediate first aid. • Call emergency services on 111 • Notify manager or person responsible. Isolate and contain the area. Ensure access for emergency services.
Action after medical personnel have taken over	<p>Manager/person responsible to advise as soon as possible:</p> <ul style="list-style-type: none"> • Service provider contact / Board and chair • Ministry of Education • Worksafe • Consider accompanying police to advise parents or caregivers. • Ensure cultural supports are contacted so appropriate processes can be enabled. • Advise the Ministry of Education Traumatic Incident Team on 0800 84 83 26 / 0800 TI TEAM • Complete Incident form with all known details

Missing child

	Response actions (as appropriate)
<p>All instances of a child missing from a centre or excursion have to be treated urgently and steps taken to find the missing person or confirm their safe whereabouts. There can be many reasons and associated dangers for a missing child, including:</p> <ul style="list-style-type: none"> • The proximity of dangerous hazards to the centre • The possibility of an abduction • The possibility that the child has been picked up by a parent or caregiver • The child has got lost or left the centre <p>Until the child has been found or confirmed in a safe location, action must be taken to locate them.</p>	
Information or notification that a child is missing	<ul style="list-style-type: none"> • Confirm that the child had been present at the centre at some time during the day, and if so, when they were last seen • Notify manager or person responsible and other staff. • Search the centre's premises.
If the child is found	<ul style="list-style-type: none"> • If the child is found injured or ill, call for medical assistance if required. • Notify manager or person responsible and other searchers. • Establish what happened and complete incident report. • Arrange for the child's parents or caregivers to be advised.
If the child is not found	<ul style="list-style-type: none"> • Notify the police immediately • Notify the parents / caregivers immediately • Contact the Ministry of Education regional office for support.

Lockdown

	Response actions (as appropriate)
Lockdown drills should be practiced by staff without children, as these many cause undue fear and anxiety. Practices for lockdown should be recorded and kept as per other drills.	
<ul style="list-style-type: none">• Select the most suitable place for all children and staff to go to, e.g. sleep room or other space that can be made secluded; Alert staff and children. Our alert system: Go, Cat, Go!• Consider children's toileting or nappy change needs• Consider how children will be encouraged to stay quiet• Prepare for medications to be available in a lockdown situation, e.g. epipens	
Services need to be aware of the processes for communicating with MoE and Police	
Have a communication plan / strategy to family to inform of lockdown process in place.	
Be aware of St Mark's School and Preschool Emergency Procedure	

Shelter in Place

	Response actions (as appropriate)
Shelter in Place is a drill that should be practised with children in the service and involves children being asked calmly to move quickly inside and play inside for a period of time because of an external threat such as a chemical spill or swarm of wasps. The entries and exits to the building are restricted, however, normal instructional activities continue as much as possible.	

Alignment with Other Policies:

- Health & Safety Policies
- St Mark's School Emergency, Evacuation, and Lockdown Policy
- Emergency Drill Record
- Hazard Register
- Incident, illness and accident record, incident investigation form.

Relevant Background (including legislation/regulation references):

ECE services are required to meet a range of legislative requirements, including provisions of the Fire Service Act 1975, the Fire Safety and Evacuation of Buildings Regulations 2006, the Health and Safety in Employment Act 1992, and the Building Act 2004.

Licensing Criteria 2008, Health and Safety, Emergencies documentation required:

- **HS4:** A current Fire Evacuation Scheme approved by the NZ Fire Service.
- **HS7:** A procedure for dealing with emergencies. The procedure is consistent with National and Regional Civil Defence guidelines.
- **HS5:** Designated assembly areas for evacuation purposes do not unnecessarily place children at further risk.
- **HS6:** Heavy furniture, fixtures, and equipment that could fall or topple and cause serious injury or damage are secured.

- **HS8:** Adults providing education and care are familiar with relevant emergency drills and regularly carry these out with the children, and a record of the emergency drills carried out with children.

Other legislation:

- The Fire Safety and Evacuation of Buildings Regulations 2006
- The Fire Service Act 1975

Impacts of Policy on Staff, Parents and Children:

This policy ensures parents have confidence in their children's safety during and after emergencies and know what the care arrangements are if they are unable to get to the centre. It ensures that children and staff are confident of managing during an emergency.

Further Information:

Mataara Emergency Contact Tool

In the event of an emergency (e.g. fire, flood, earthquake) the Ministry of Education (MoE) will check with centres to find out about the status. If appropriate, the MoE will then share this information with Civil Defence, the police or other agencies.

Find out more about Mataara [HERE](#)

	Response actions
The key contact receives an emergency text (8707) from the Ministry of Education via the mass-contact tool Mataara	<p>Reply by text from 8707 (only used by MoE), with a number (1, 2, 3, 4, or 5). What each number means will be explained in the text that is sent to you.</p> <p>Areas without mobile phone coverage will receive an email with a link.</p> <p>Mataara uses your emergency contact mobile phone and email address. Your information details must be current.</p> <p>You cannot initiate the emergency message process, you can only respond. If you would like to notify the MoE of an emergency, contact emergency services and your local regional Ministry of Education office.</p>

Further information sources:

Local Civil Defence and Emergency Management offices can supply lists of local hazards e.g. tsunami areas, toxic chemical sites etc.

NZ Fire and Emergency: <https://www.fireandemergency.nz/>

Civil Defence: <https://www.civildefence.govt.nz/>

Worksafe New Zealand:

<https://www.worksafe.govt.nz/topic-and-industry/hazardous-substances/managing/emergency-plans/>

Traumatic incidents: The Ministry of Education have Traumatic Incident teams based in all Special Education offices around the country. They can be contacted at any time through the local Special Education office or by phoning 0800 TI Team (0800 848 326).

Pandemics: The latest updates on infectious diseases and health issues that might affect our community are to be found on the Ministry of Health website www.health.govt.nz.

Alignment with the Preschool Philosophy:

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

Implications and/or Risks for our Preschool:

Strong emergency management procedures allow an organisation to cope with and recover and rebuild after an emergency. The manager ensures plans are carried out.

Implementation:

Clear procedures have been developed and staff trained to follow them. Our Health & Safety Officer ensures equipment is maintained, plans are current and, with the Manager, organise drills. All staff know their roles.

Sleep Monitoring Policy

Policy Category: Health and Safety

Criteria: HS4 - HS9 - HS11

Purpose:

The purpose of this operational policy is to ensure the safety and well-being of children when sleeping at the centre through regular monitoring, thereby meeting licensing criteria [HS9 Sleep Monitoring](#), HS10 Sleep furniture spacing and HS11 Storage of sleep furniture and bedding.

Position Statement:

At St Mark's Preschool, we are committed to fulfilling our duty of care by ensuring that all children sleep safely, in a secure environment, every time they rest at our centre.

Issue Outline:

Ensuring the safety and well-being of children extends to when they are asleep. For this reason, careful attention is given to the sleep environment of children and how their sleep is being monitored. The Preschool's system of providing active supervision of children extends to while they are asleep. Parents want to be assured that their children are well looked after, and sleep records are available to keep them informed.

Detail:

- We provide appropriate sleep spaces/furniture, such as cots, beds, stretchers, or mattresses, that are arranged to ensure:
 - Adults have clear access to at least one side along the length of the cot/bed.
 - The area around each child allows sufficient air movement to reduce the risk of illness spread.
 - Children who can sit or stand can do so safely as they wake.
 - Sleeping areas are well-ventilated to allow fresh air circulation, preventing the build-up of carbon dioxide, moisture, and heat.
 - Sleep room used are kept at a comfortable temperature no lower than 18°C (at 500mm above the floor) while children are sleeping.
- We inform families about our sleep policy and regularly monitor safe sleep practices, documenting any exceptions.
- An adult is always present in the sleeping space to ensure supervision.
- Children are checked for warmth, breathing, and general well-being every 10 minutes, or more frequently based on individual needs.
- Children's sleep times are recorded and are available to parents upon request.
- Children will generally sleep in the designated sleep space, but in special circumstances, a child may sleep elsewhere. However, children will not be placed in strollers, bean bags, or car seats for sleep.
- Children will always sleep in age- and developmentally appropriate spaces. For example,

children who can pull themselves up and stand will not be placed in top cots. This will be recorded on the sleep chart.

- Children will not have access to food or liquids while in bed.
- No other children or adults may enter the sleep space while children are sleeping.
- Parents wishing to know their child's sleep patterns can ask the primary caregiver or consult the sleep chart.

Sleep Monitoring Procedure:

- The Sleep Monitoring Procedure is clearly displayed and located in the sleep room for all staff and parents to see.
- All permanent staff are rostered and responsible for the sleep room and supervision in the sleep room.
- Responsibilities of adults:
 - recording checks for warmth, breathing and general well-being for 10 minutes.
 - ensuring there is no food or liquid in the room.
- Tikanga / customary practice, e.g. children do not sleep with heads facing another child's feet.
- There will be sufficient bedding to keep children warm but not to overheat them.
- Bedding must not cover a child's face.
- No pillows will be used for children under 2.

Hygiene and storage of sleep furniture and bedding:

- Sleep furniture that is used by more than one child is securely covered with a non-porous material.
- Beds are stacked hygienically in the sleep room to prevent cross-infection.
- Beds are disinfected and wiped down before being stacked.
- Linen is removed from the mattresses and not stacked in between mattresses
- If bedding is used for the same child over the course of a week, it is labelled with the child's name or placed in a clean, labelled box.
- Boxes are stored safely and where children cannot access them

Record Keeping:

Our Preschool keeps a daily 'sleep chart'. This contains the date, room temperature, names of children, times they slept, the name/signature of those checking them while in bed (10 minutes) and any other comments.

Sleep records are kept for the current year plus one additional year.

Relevant Background (including legislation/regulation references)

Licensing Criteria 2008, Health and Safety, Sleep – **HS9**. Documentation required:

- A procedure for monitoring children's sleep. The procedure ensures that children:
 - Do not have access to food or liquids while in bed; and
 - Are checked for warmth, breathing, and general well-being every 10 minutes, or more frequently according to individual needs
- A record of the time each child left in the care of the service sleeps, and checks made by adults during that time.

Impacts of Policy on Staff, Parents, Children:

This policy is underpinned by children's right to protection and well-being.

Alignment with the Preschool Philosophy

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

Implications and/or Risks

Unsafe practices undermine quality.

Last Reviewed: May 2025 / **Next Review:** June 2026

Hazard and Risk Identification and Management Policy

Policy Category: Health and Safety

Criteria: HS12, PF3-PF31

Purpose:

The purpose of this operational policy is to keep children and adults safe by meeting Licensing Criteria HS12.

Position Statement:

At St Mark's Preschool, the safety and well-being of our children are our top priorities. Our management and staff take every possible measure to identify and reduce risks, whether they are infectious, chemical, or physical, to ensure a safe environment for both children and adults.

Issue Outline:

At St Mark's Preschool, we recognise that children depend on adults for their care, protection, and development. As an early childhood service, we play a vital role in ensuring the health and safety of the children entrusted to us. Parents expect our Preschool to provide a secure environment by regularly inspecting equipment, premises, and facilities to identify and eliminate potential hazards.

Detail:

HAZARD: A hazard is a situation or thing that has the potential to cause death, injury or illness to a person.

RISK: Risk is the likelihood that death, injury or illness might occur when a person is exposed to a hazard. Our centre management ensures risk is managed and, where possible, eliminated. If elimination is not reasonably practicable, centre management will seek to minimise or isolate risk.

Risk Assessment and Risk Management Measures at St Mark's Preschool:

At St Mark's Preschool, we have established the following measures to ensure the safety and well-being of all children:

- **Active Supervision:** Ongoing active supervision of children is a key part of our risk management strategy.
- **Daily Hazard Identification Checks:** All indoor and outdoor equipment, premises, and facilities are carefully inspected every day for hazards using the Daily Hazards and Risk Identification Register. Any concerns are documented on the Daily Hazard Identification Record Sheet by the staff assigned to the morning shift and checked by the Head Teacher of Preschool.
- **Playground Safety Checks:** Annual safety inspections of the playground are conducted and documented by an external playground warrant of fitness checker.
- **Annual Risk Review:** A comprehensive review of risks is conducted annually or whenever new information requires a reassessment of practices.

The Hazards and Risk Identification Register includes but is not limited to:

- Cleaning agents, medicines, poisons, and other hazardous materials
- Electrical sockets and appliances (particularly heaters)
- Hazards present in kitchen or laundry facilities
- Vandalism, dangerous objects, and foreign materials (e.g. broken glass, animal droppings)
- Placement of play and other equipment (e.g. shelves, bookcases, climbing equipment)
- Condition of play and other equipment
- Windows and other areas of glass
- Poisonous plants; and
- Bodies of water.

1. St Mark's Preschool has a system in place for reporting incidents and illnesses.
2. Incident reports and detailed records are reviewed to analyze the causes of injuries and potential risks.
3. Accident/incident and hazard records are analysed separately termly by the Head Teacher of Preschool submitted to the Health and Safety committee.
4. Management and the kaiako team collaborate to determine the appropriate actions to address any concerns.

As a key guidance, when assessing the potential physical hazards items need to be:

- Safe to touch
- Unable to be swallowed – or non-harmful if swallowed
- Unable to cause strangulation
- Safe to fall over, from, on, into or against
- Safe to get into or onto

Alignment with Other Policies

- Hazard and Risk Identification Register (HS12)
- Food Policy (HS19)
- Injuries, Illness and Incident Management Policy (HS25)
- Incident, Illness and Accident Record, Incident Investigation Form ((HS27)
- Medicine Training Record (HS29)
- St Mark's School Risk Management Policy
- St Mark's School Hazardous Substances Policy
- St Mark's School Safety Managemnet System Policy

Relevant Background (including legislation/regulation references):

- Licensing Criteria 2008, Health and Safety, Hazards and Outings and Premises and Facilities
Licensing Criteria documentation required:
 - **HS12:** a hazard identification and management system. The system can be consistent with the requirements of the Health and Safety in Employment Act 1992, but goes beyond the consideration of significant hazards to employees to include all hazards to children.
 - **PF3-PF31** The purpose of this checklist is to provide quality assurance that all health and safety factors are checked prior to services being open to receive children for the

day. This checklist is not comprehensive and reflects a sight-check only. The checklist is based on the Premises and Facilities Licensing Criteria, published by the Ministry of Education.

- Education and Training Act 2020
- Health and Safety at Work Act 2015

Impacts of Policy on Staff, Parents, Children:

This policy provides an assurance to parents that this centre complies with key legislative requirements and that it has strong procedures in place to ensure children are protected from harm.

Alignment with the Preschool Philosophy:

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

Implications and/or Risks:

Failure to regularly check for hazards can cause serious harm to children and or adults in our Preschool.

Implementation:

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

Preschool Excursion Policy

Policy Category: Health and Safety

Criteria: HS17, HS 18, HS25

Purpose:

The purpose of this operational policy is to ensure children's safety during outings and excursions by meeting licensing criteria HS17.

Position Statement:

At St Mark's Preschool, safety is our top priority when leaving the familiar environment of the centre. To ensure the well-being of all, parents will be informed in advance of any excursion, including details of the planned adult-to-child ratio. Parental consent will be obtained, risks will be assessed and managed, and clear communication methods will be established and maintained throughout the excursion.

Issue Outline:

Licensing Criteria HS17: Whenever children leave centre premises they are on an excursion.

Outings and excursions are an important way for children to form relationships with and learn about people, places, and things in their local community (Te Whāriki, 2017). Regular and spontaneous outings are part of this centre's local curriculum.

Permissions

Regular excursions: Parents/caregivers give (or withhold) their consent to regular excursions at the time of enrolment and the planned ratio.

Special excursions: Prior to each excursion – consent for the planned outing and the proposed ratio.

When children leave the premises on a regular or special excursion, the excursion must be approved by the Person Responsible/Assistant Principal.

ECE Licensing Criteria HS17 Excursions:

Documentation required:

A record of excursions that includes:

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

- The following applies to any occasion children leave the premises on an outing or excursion:
 - The adult:child ratios are not less than the required regulatory ratio. This applies to both the children on the outing as well as to the children who do not participate in the outing and remain at the centre.
 - On any excursion, there must be at least one staff member who holds a First Aid qualification per 25 children. If children remain at the centre, staff must hold a First Aid qualification as well (1:25, HS25).

Risk Management Processes:

Risk Assessment: Planning for each outing and excursion begins with a risk assessment, including route mapping, specifying the method of travel and listing the names of adults and children participating.

- For **regular** excursions, the risk assessment can be a new plan or an update of a previous assessment, with any new risks identified. This should be made available to parents to sight at the time of enrolment.
- For **special** excursions, a SMOP and specific risk assessment and development of a management plan prior to the excursion is required.
- Hazard: what could happen or what might cause harm?
- Action: How will we manage that hazard – remove, isolate, minimise?
- What ratio is needed for this excursion?
- Are there any children with particular needs that will require assistance or additional supervision?
- Will any staff members are not part of the ratio? ie do not have supervision responsibilities?

Ratios

- The risk assessment takes the number of children attending and the environmental hazards into account. **The more environmental hazards, the more adults** are required for supervision and safety. For example, if bodies of water are in the vicinity, the ratio must be adjusted accordingly, as the risk is higher.
- The same ratios on the excursion must be met for all ages of children as it applies at the Preschool - it is recommended to increase the ratio whilst on excursions.
- The ratios must include all the children on the excursion, i.e. accompanying siblings are part of the ratio, not just enrolled children.
- At least two staff to go on every outing, i.e. it is not permitted for only one staff member to go on an outing with children.
- Person responsible: If children remain at the Preschool, there must be a person responsible on the premises.
- Parents should give their written approval to the excursion and the proposed ratios.

Medical supplies

- A First Aid kit and personal medication will be taken along, together with provisions such as water and sunscreen.
- Personal medication for any of the Preschool's children, e.g. inhalers, EpiPens
- Personal medication needed for adults going on the excursion

Communication

- There are communication systems in place so that people know where the children are, and adults can communicate with others as necessary. There will be at least one teacher with a mobile phone.
- Planning (route and transport method) is made available to parents, along with the mobile phone number of the person responsible on the excursion.
- The person responsible on the outing has a mobile phone for emergencies and a list of parents'

contact numbers. There is a clear communication plan in place.

Transport

- Before going on a planned excursion, written permission must be obtained from parents. If travel is in a motor vehicle, this needs to be stated and signed by the parent.
- The Person Responsible must approve the transport plan and is able to contact the contact person to find where children are at any time, e.g. in which car the child is travelling in.
- Staff will not transport one child alone, unless it is their own child.
- All children travelling in a motor vehicle must be restrained as per Land Transport regulations – refer to the Motor Vehicle Transport Policy (HS18).
- Required adult:child ratios are maintained;
- The driver must have a full licence and the car must have a current WoF and Registration

Other considerations

- Establish an excursion checklist (e.g. first aid kit, list of children, contact information, medical information, list of adults participating and their contact information, mobile phone).
- Consider the food and drink requirements for children and adults during the outing.
- Outline the rationale for the excursion and the planned activities. Brief accompanying parents and explain their responsibilities and your expectations, i.e. active supervision of children. Make sure parents know which children they are supposed to be supervising and they are aware they are part of the ratio.
- Before leaving the Preschool, take a full roll of all adults and children, including accompanying siblings.
- Undertake a head count at regular intervals.
- Parents may be required to meet the cost of any special outing. Notice will be given of any cost involved. Children will not be excluded from regular excursions, as part of the curriculum because a parent cannot afford it. Special excursions that are outside the regular curriculum provision may be part of optional charges and is specified in the enrolment agreement.
- Review effectiveness of the planning and risk assessment upon completion.
- Following the outing ask for feedback from parents and children.

Record keeping

Full records of both regular and special excursions should be kept for the current year plus one additional year. This includes the signed permissions of the Person Responsible.

Alignment with Other Policies:

- Excursion Risk Assessment Form
- Motor Vehicle Transport Policy
- St Mark's EOTC Policy

Relevant Background (including legislation/regulation references):

Licensing Criteria 2008, Health and Safety, Hazards and Outings Documentation required:

- **HS17:** A record of outings or excursions.
- **HS25:** There is an adult present at all times for every 25 children attending who holds a First Aid qualification.
- **HS18:** That each child is restrained as required by Land Transport legislation, required adult:child ratios are maintained, and the written permission of a parent of the child is obtained before the travel begins (unless the child is travelling with their parent).

Impacts of Policy on Staff, Parents, Children:

Consequences policy will help to avoid:

- Parents being unaware of adult:child ratio on outings.
- Lack of consideration to planning appropriate staff or adult ratios for the outing.

Alignment with the Preschool Philosophy:

This policy ensures a safe environment for children whilst at our centre or outside the centre on excursions, a crucial part of creating and maintaining the well-being of children in our care.

Implications and/or Risks:

- Children encounter health and safety hazards.
- Children may get injured or lost whilst on outings.

Implementation:

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

Last Reviewed: May 2025 / **Next Review:** June 2026



Food Safety and Nutrition Policy

Policy Category: Health and Safety

Criteria: HS19-HS23 / Food Act 2014

Purpose

At **St Mark's Preschool**, we are committed to ensuring that all food consumed by children is safe, healthy, and appropriate to their developmental needs. This policy helps us meet the requirements of the **Licensing Criteria HS19–HS23, PF15** and the **Food Act 2014**.

- Food is provided by parents (e.g., lunchboxes), the responsibility for its contents lies with them. However, we provide families with guidance about healthy eating at enrolment (HS22).
- Our goal is to keep children and adults safe while promoting good nutrition, safe food practices, and healthy eating habits.

Position Statement

At **St Mark's Preschool** we:

- Provide nutritious food at appropriate times of the day to support children's growth, learning, and wellbeing.
- Maintain high standards of hygiene in the preparation, serving, and storage of all food.
- Encourage families to follow healthy eating guidelines where parents provide food.

Issue Outline

Early childhood services have a responsibility to:

- Support the **health, safety, and wellbeing** of children through appropriate nutrition.
- Meet legal obligations under the **Food Act 2014**.
- Ensure all food handling is safe and suitable for young children.

Policy Detail

Meeting Children's Needs

- Parents are asked to declare any allergies, intolerances, or special dietary needs on the enrolment form.

Licensing Criteria Requirements

- **HS20:** All food is prepared, served, and stored hygienically.
- **HS21:** Drinking water is always available, and older children can access it independently.

- **HS22:**
 - Children are supervised while eating by an adult who is fully focused on this role.
 - Children are always seated when eating.
 - Children with additional needs receive one-on-one supervision while eating.
 - Foods with a high choking risk will not be served unless prepared in line with **Ministry of Health best practice: [Reducing food-related choking](#)**.
- **HS23:** Bottle feeding is always hygienic and safe.
 - Only parent-approved infant milk is used.
 - Bottles are sterilised, formula prepared correctly, and stored safely.
- **PF15:** Children have a designated area to sit and eat.

Parent-Provided Food

- Parents are encouraged to provide healthy kai options in lunchboxes.
- At enrolment, parents receive **Ministry of Health guidance on safe eating and choking prevention**.
- All lunchboxes are clearly labelled.
- St Mark's Preschool is a **nut-free Preschool**.

Special Events

- For birthdays and shared celebrations, parents may contribute food. Children with allergies are closely supervised when selecting shared food. Register all food prepared outside the Preschool.

Curriculum-Linked Food Preparation

- At times, children may be involved in preparing food as part of learning. All food safety standards still apply.

Food Act 2014 Requirements

Readily Perishable Food

- Perishable foods (e.g., dairy, meat, cooked rice) are handled, stored, and served in line with the Food Act.
- Any food that becomes perishable once prepared (e.g., custard made with milk) is treated with the same care.

Water for Food Preparation

- Only clean, safe drinking water is used for preparing and handling food.
- We do not use self-supplied untreated water for food-related purposes.

Service Type at St Mark's Preschool

Parents provide lunchboxes for their children. St Mark's Preschool provides morning and afternoon tea (usually fruit, toast, or crackers).

- Because of this, St Mark's Preschool is **exempt from National Programme 2 registration**, but we still meet all licensing criteria and food safety requirements.

Other Policies

This policy aligns with:

- Food Act 2014 Checklist and Record Sheet
- Licensing Criteria HS19–HS23, PF15
- St Mark's Preschool Health & Safety Policy
- Ministry of Health / Ministry of Education Food Safety Guidelines

Impacts on Staff, Parents, and Children

- Parents can trust that their child's safety and nutrition are prioritised.
- Staff understand their role in ensuring hygiene and safe supervision.
- The preschool remains compliant with licensing and avoids penalties under the Food Act 2014.

Alignment with St Mark's Preschool Philosophy

We believe in providing a safe, nurturing, and healthy environment where every child can thrive. Supporting healthy eating is an important part of caring for the whole child.

Risks if Policy is Not Followed

- Children could become seriously ill or be at risk of choking.
- St Mark's Preschool could face penalties under the Food Act 2014 or risk our licence.
- The trust of families and our reputation could be damaged.

Implementation

- Staff are trained in this policy and food safety procedures.
- Parents are consulted about food expectations during enrolment.
- Clear communication is maintained about allergies and special dietary requirements.

Record Keeping

- A record of all food served by St Mark's Preschool is kept for **3 months**.

Child Health Policy - Injuries, Illness and Incidents Management

Policy Category: Health and Safety

Criteria: HS12, HS25 - HS27, HS34, PF27-PF28

Purpose:

The purpose of this operational policy is to keep children and adults safe by meeting Licensing Criteria: Health and Safety, in particular HS25 First Aid Qualifications, HS27 Medical Assistance and Incident Management, and HS12 Hazard and Risk Management.

Position Statement:

The health and wellbeing of our children is of the utmost importance to us. We will make every effort to create a safe and healthy environment and will act urgently where required and effectively to ensure the health and wellbeing of all children in our care.

Issue Outline:

Both children and adults have accidents, even in safe environments. Children can also get sick quite suddenly or can be unwell on arrival at the centre. Sometimes these illnesses can be contagious. An incident is an adverse or unexpected event. This event may or may not result in personal injury or illness.

Detail:

- **First Aid Qualifications (HS25)**
 - There is an adult present at all times for every 25 children attending (or part thereof) that:
 - holds a current First Aid qualification gained from a New Zealand Qualifications Authority accredited first aid training provider; or
 - is a registered medical practitioner or nurse with a current practising certificate; or
 - is a qualified ambulance officer or paramedic
 - If a child is injured, any required first aid is administered or supervised by an adult meeting these requirements.
 - Our Preschool has one a first aid kit in the kitchen and one first aid bag for each classroom equipped as per Licensing Criteria Appendix 1, and kept fully equipped by the health & safety officer.
 - The First Aid kit is easily recognisable and accessible to adults when needed but inaccessible to children.
- **Injury Prevention – Hazard and Risk Management (HS12):**
 - Our Preschool takes all reasonable steps to ensure that premises and facilities are in good repair, maintained and used safely. To achieve this -
 - All staff take account of injury prevention in the layout, daily activities and rules

in our Preschool.

- Our health & safety officer checks the Preschool daily for hazards
- All staff are trained in first aid and in hazard identification and management as part of their induction process
- We have a hazards list displayed at the entrance to the Preschool
- All staff are trained to notify maintenance needs to the centre manager. The centre manager acts promptly on dangerous or urgent repair work and programmes in other maintenance work. Maintenance work is recorded
- The hazard management approach we take is to eliminate, isolate or minimise hazards in the centre.
- The health & safety officer analyses hazards and accident records monthly. The Head Teacher of Preschool acts on the health & safety officer's report.
- A staff member is appointed to take care of animals at the Preschool, in accordance with the Preschool's Animals at the Preschool Policy.

Child Injury/Incident Procedure: Medical Assistance and Incident Management (HS27)

In the event of an injury to a child:

- A first aid trained staff member will assess the severity of the injury, based on information derived from witnesses of the incident, knowledge of the child and the child's medical history, and on the child's appearance and response. The first aid trained staff member will provide the necessary first aid that does not require further or more specialized medical treatment. First aid treatment would typically consist of cold cloths or arnica cream applied.
- If the injury is beyond first aid treatment and the child requires further or more specialized medical attention, the centre manager calls an ambulance. If the centre manager is unavailable, the most senior staff member present calls the ambulance. The parents of the child are notified immediately.
- For other incidents the centre will transport the child to get treatment, e.g. at the local medical centre.
- If it is a head injury, an ice pack wrapped in a towel must be held on the child's head for up to 20 minutes. **Any head injury will be treated seriously – even suspected ones –** and staff will be vigilant in observing signs of concussion. All bumps and knocks to the head will be recorded and communicated to the parents. If the child shows signs of concussion, the parents will be notified immediately and asked to pick up their child and advised to seek medical advice.
- If it is a burn, the injured area must be put under cold running water immediately for at least 10 minutes. Medical help will be sought and the parents of the child are notified immediately.
- If the severity of the injury is unclear, advice and medical assistance will be sought through a GP or health service or Healthline.
- An incident report is filled in and a copy given to the parent
- In the event that a parent or guardian cannot be contacted, the centre director or manager will take the child to a doctor, primary care or emergency department at the local hospital
- There must always be adequate staff to care for remaining children at the centre
- All incidents and injuries – including minor ones – are recorded in the incident register and a copy must be given to parents the same day as the incident so they can take it with

them to the doctor or health professional

- If there is serious harm, i.e. a notifiable event, the centre manager must report the incident to WorkSafe as soon as possible and send a completed accident form within seven days. In this case the Ministry of Education must be notified as well.
- The health & safety officer ensures the injuries, illness and incident register is completed. Regular reviews of practices are undertaken as required, as well as analyses to detect patterns or trends that may necessitate changes or actions. review and implementation of practices as required.

- **Illnesses/Sick Children**

- In general children should stay away from an early childhood service when:
 - they have no interest in activities or play.
 - have little energy, want or need to sleep or rest for long periods.
 - cry easily, are irritable or in pain.
 - constantly want to be held and comforted.
 - have a fever.
 - any child with diarrhea or vomiting should stay away until symptoms cease, and they are well.
 - At our Preschool, we protect all children and staff from cross infection. When a child becomes ill at the Preschool we will keep the child in a designated, safe and separate area, and ask the parent or caregiver to collect the child as soon as possible.
 - If the sickness needs urgent medical attention such as appendicitis or meningitis or a severe allergic reaction, the Head Teacher calls an ambulance. If the Head Teacher is unavailable, the most senior staff member present calls the ambulance. They also call parents.
 - If we are unsure what to do, we will contact the child's doctor or call the Healthline on 0800 611 116 **immediately**.
 - We ensure all parents understand this policy on enrolment.
 - The Preschool maintains a list of allergies for children attending the centre. All staff have ready access to the list, and are trained in the use of relevant medications in the event of an allergic reaction.
 - We have a Medicine Policy and detailed Medicine Registers and ensure staff understand them and follow them.
 - Medicines may only be given with the written authority of a parent or caregiver or, in an emergency, by a qualified doctor or ambulance staff.
 - Staff will use gloves and disinfectant when there is any concern about transmission of infectious diseases.
 - Hygiene and cleaning routines support the health and wellbeing of everyone at the Preschool.
 - The Infectious Disease Exclusion Policy has guidelines for when sick children should not attend the Preschool.
 - Any notifiable diseases are notified to the Ministry of Health.
 - Staff and parents are informed of health warnings and how to recognise signs of any illnesses for which we receive Ministry notifications.
 -
 - We will work with parents to identify needs for staff training and to develop

plans for providing the best care at all times such as any activities a child should avoid.

- **Staff illness, injuries and incidents:**

- Staff with communicable illnesses must take sick leave.
- Staff accidents / incidents and injuries are also recorded and procedures followed as for child procedures with next of kin notified where the incident is serious.

- **Documentation and Record Keeping**

The Preschool keeps a record of ALL injuries, illnesses and incidents, even if only minor injuries are sustained.

Anybody can report an incident, e.g. a parent may have witnessed it and told it to a teacher who is then responsible for documenting it. Unexplained changes in behavior of a child could indicate an incident has happened that was not witnessed.

- A record of all injuries, illnesses and incidents that occur at the service. Records include:
 - the child's name
 - the date, time and description of the injury, illness or incident
 - actions taken and by whom; and
 - evidence that parents have been informed.
- A procedure outlining the service's response to injury, illness and incidents, including the review and implementation of practices as required.

Records are kept for two years from the date of the incident.

For any injury / incident that is notifiable under the Health and Safety at Work Act 2015, the record must be kept for 5 years from the date of the incident.

What are notifiable events? Only serious work-related events are intended to be notified. Do not assume your event is notifiable without checking first:

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

Health and Safety at Work Act (2015): Make a notification of a child's serious injury or illness if it:

- Is a serious injury or illness which occurred as a result of work activity and
- Needs immediate admission to hospital or
- Needs treatment by a doctor within 48 hours of exposure to a substance.

If notification to Worksafe is made, notification must also be made to the Ministry of Education (HS34)

Make a notification of a child's serious injury or illness if it:

- is a serious injury or illness which occurred as a result of work activity and
- needs immediate admission to hospital or
- needs treatment by a doctor within 48 hours of exposure to a substance.

Examples of an injury or illness occurring as a result of a work activity include, but aren't limited to, a child:

- falling from a height during a nappy change
- ingesting a cleaning product that wasn't stored securely
- sustaining a serious injury from play equipment.

All injuries or illnesses that require (or would usually require) a person to be admitted to hospital for immediate treatment are notifiable. **Admitted to a hospital** means being admitted to hospital as an inpatient for any length of time – it does not include being taken to the hospital for out-patient treatment by a hospital's Emergency Department ([Worksafe Notification](#))

Alignment with Other Policies:

This policy aligns with:

- Child Health Policy
- Fire and Emergency Evacuation Policy
- Medicines Policy
- Outings and Excursions Policy
- Infectious Diseases Exclusion Policy
- St Mark's Managing Injuries and Illness

Relevant Background (including legislation/regulation references):

Licensing Criteria 2008, Health and Safety, Child Health and Well Being documentation required:

- **HS25**, copies of current first aid (or medical practising) certificates for adults counting towards the qualification requirement.
- **HS27**: a record of all injuries and illness that occur at the service. Records include the child's name, date, time and description of the incident, actions taken and by whom and evidence of parental knowledge of the incident.

Licensing Criteria 2008, Health and Safety, Hazards and Outings documentation required:

- **HS12**: a hazard identification and risk management system. The system can be consistent with the requirements of the Health and Safety at Work Act 2015
- **PF27**: There is space (away from where food is stored, prepared, or eaten) where a sick child can:
 - Be temporarily kept at a safe distance from other children (to prevent cross-infection)
 - Lie down comfortably
 - Be supervised
- **PF28**: There is a first aid kit that:
 - Complies with requirements of Appendix 1 of the ECE Licensing Criteria
 - Is easily recognisable and readily accessible to adults
 - Is inaccessible to children
- **HS26** All practicable steps are taken to ensure that children do not come into contact with any person (adult or child) on the premises who is suffering from a disease or condition likely to be passed on to children and likely to have a detrimental effect on them.

Health (Immunisation) Regulations 1995 require services to have an immunisation register

Additional information is available from:

Healthify: [Healthline](#)

[Nga Kupu Oranga Healthy Messages](#) for early childhood services.

Impacts of Policy on Staff, Parents, Children:

Following these procedures will ensure that the environment is safe, that parents and appropriate authorities are kept informed of accidents and illnesses where appropriate, and that appropriate records are kept to meet licensing and other legislative requirements.

Alignment with the Preschool Philosophy:

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

Implications and/or Risks:

Following this policy significantly reduces the risk of this centre being fined for not meeting criteria, losing trust with parents because of illness or accident issues and maintaining public credibility.

Implementation:

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

Infectious Diseases:

information & exclusion list

Exclusion from school, early childhood centre, or work*

Time between exposure and sickness

Early symptoms

This disease is spread by

Condition

Rashes and skin infections



Chickenpox



Hand, foot and mouth disease



Head lice (Nits)



Measles



Ringworm



Rubella
(German Measles)



Scabies



School sores (Impetigo)



Slapped cheek
(Human parvovirus infection)

Diarrhoea & Vomiting illnesses



Campylobacter
Cryptosporidium
Giardia
Salmonella



Hepatitis A

Coughing, sneezing and contact with weeping blisters.	Fever and spots with a blister on top of each spot.	10-21 days after being exposed.	1 week from appearance of rash, or until all blisters have dried.
Coughing, sneezing and poor hand washing.	Fever, flu-like symptoms - rash on soles and palms and in the mouth.	3-5 days	Exclude until blisters have dried. If blisters are able to be covered, and child feeling well, they will not need to be excluded.
Direct contact with an infested person's hair, and less commonly by contact with contaminated surfaces and objects.	Itchy scalp, especially behind ears. Occasionally scalp infections that require treatment may develop.	N/A	None, but ECC/school should be informed. Treatment recommended to kill eggs and lice.
Coughing and sneezing. Direct contact with an infected person. Highly infectious.	Runny nose and eyes, cough and fever, followed a few days later by a rash.	7-21 days	5 days after the appearance of rash. Non-immune contacts of a case may be excluded.
Contact with infected skin, bedding and clothing.	Flat, ring-shaped rash.	4-6 weeks	None, but skin contact should be avoided.
Coughing and sneezing. Also direct contact with an infected person.	Fever, swollen neck glands and a rash on the face, scalp and body.	14-23 days	Until well and for 7 days from appearance of rash.
Contact with infected skin, bedding and clothing.	Itchy rash.	4-6 weeks (but if had scabies before it may develop within 1-4 days)	Exclude until the day after appropriate treatment.
Direct contact with infected sores.	Blisters on the body which burst and turn into scabby sores.	Variable	Until sores have dried up or 24 hours after antibiotic treatment has started AND keep all sores on exposed skin covered.
Coughing and sneezing. The virus may be passed from mother to child during pregnancy.	Red cheeks and face-like rash on body.	4-20 days	Unnecessary unless unwell.
Undercooked food, contaminated water. Direct spread from an infected person or animal.	Stomach pain, fever, nausea, diarrhoea and/or vomiting.	Campylobacter 1-10 days Cryptosporidium 1-12 days Giardia 3-25 days Salmonella 6-72 hours	Until well and for 48 hours after the last episode of diarrhoea or vomiting. Cryptosporidium - do not use public pool for 2 weeks after symptoms have stopped. Salmonella - Discuss exclusion of cases and contacts with public health service.
Contaminated food or water, direct spread from an infected person.	Nausea, stomach pains, general sickness with jaundice (yellow skin) appearing a few days later.	15-50 days	7 days from the onset of jaundice.

* Seek further advice from a healthcare professional or public health service

For further information contact:

Your Public Health Nurse

Your Public Health Service

Vaccine-preventable and/or on National Immunisation Schedule

Notifiable disease (Doctors notify the Public Health Service)

During pregnancy, seek advice from your healthcare provider or GP

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Infectious Diseases:

information & exclusion list

Exclusion from school, early childhood centre, or work*

Time between exposure and sickness

Early symptoms

This disease is spread by

Condition

Diarrhoea & Vomiting illnesses

Norovirus



Contact with secretions from infected people.

1-2 days

Nausea, diarrhoea/and or vomiting.

Until well and for 48 hours after the last episode of diarrhoea or vomiting.

Rotavirus



Direct spread from infected person.

1-2 days

Nausea, diarrhoea/and or vomiting.

Until well and for 48 hours after the last episode of diarrhoea or vomiting.

Shigella



Contaminated food or water, contact with an infected person.

12 hours-1 week

Diarrhoea may be bloody, fever, stomach pain.

Discuss exclusion of cases and their contacts with public health service.

VTEC/STEC
(Enterohemorrhagic or shiga toxin-producing E. coli)



Contaminated food or water, unpasteurised milk. Direct contact with animals or infected person.

2-10 days

High incidence of bloody diarrhoea, stomach pain. High rate of hospitalisation and complications.

Discuss exclusion of cases and their contacts with public health service.

Respiratory Infections

Influenza and Influenza-like illness (ILI)



Coughing and sneezing. Direct contact with infected person.

1-4 days (average about 2 days)

Sudden onset of fever with cough, sore throat, muscular aches and a headache.

Until well.

Streptococcal sore throat



Contact with secretions of a sore throat. (Coughing, sneezing etc.)

1-3 days

Headache, vomiting, sore throat. An untreated sore throat could lead to Rheumatic fever.

Exclude until well and/or has received antibiotic treatment for at least 24 hours.

Whooping cough (Pertussis)



Coughing. Adults and older children can pass on the infection to babies.

5-21 days

Runny nose, persistent cough followed by "whoop", vomiting or breathlessness.

Five days from commencing antibiotic treatment or, if no antibiotic treatment then 21 days from onset of illness or until no more coughing, whichever comes first.

Other Infections

Conjunctivitis (Pink eye)



Direct contact with discharge from the eyes or with items contaminated by the discharge.

2-10 days (usually 3-4 days)

Irritation and redness of eye. Sometimes there is a discharge.

While there is discharge from the eyes.

Meningococcal Meningitis



Close contact with oral secretions. (Coughing, sneezing, etc.)

3-7 days

Generally unwell, fever, headache, vomiting, sometimes a rash. **Urgent treatment is required.**

Until well enough to return.

Meningitis - Viral



Spread through different routes including coughing, sneezing, faecal-oral route.

Variable

Generally unwell, fever, headache, vomiting.

Until well.

Mumps



Coughing, sneezing and infected saliva.

12-25 days

Pain in jaw, then swelling in front of ear and fever.

Exclude until 5 days after local swelling develops, or until well.

* Seek further advice from a healthcare professional or public health service

For further information contact:

Your Public Health Nurse

Your Public Health Service



Vaccine-preventable and/or on National Immunisation Schedule

Notifiable disease (Doctors notify the Public Health Service)

During pregnancy, seek advice from your healthcare provider or GP

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New Zealand Government

Revised June 2023 Code HE1215

Medicine Administration and Training Policy

Policy Category: Health and Safety

Criteria: HS28 - HS29

Purpose:

The purpose of this policy is to keep children and adults safe by ensuring all medicine is administered appropriately and in line with the Education (ECE) Licensing Criteria HS28 – Medicine Administration and HS29 – Medicine Training.

Position Statement:

At St Mark's Preschool, we prioritise the health and wellbeing of tamariki. All medicines (prescription and non-prescription) will be administered only by staff who are authorised and appropriately trained. Medicines are stored securely, out of reach of children, and accurate records of administration are kept.

Issue Outline:

At times, children may:

- require basic first aid (e.g., antiseptic cream),
- attend preschool while completing a course of medicine, or
- have an ongoing health condition that requires regular treatment.

In all cases, medicines must be administered safely and only by authorised, trained staff.

Policy Details:

First Aid & Supervision

- St Mark's Preschool complies with HS25 by ensuring that at least one adult with a current first aid qualification (NZQA accredited) is present for every 25 children.
- All first aid is administered or supervised by a qualified adult.

Authorisation

- Written parental authority is required for all medicines.
- Phone permission is not accepted.
- Records of parental authorisation are kept with enrolment files for **7 years**.
- A record of all medicines given to children is kept for **2 years**.

Parental authority may also be delegated to other authorised caregivers (e.g., whānau, guardians, step-parents).

Safe Administration

Staff must always check:

- the **right medicine**
- the **right dose**
- for the **right child**
- at the **right time**

Categories of Medicine:

Category (i): First Aid Medicines

- Non-prescription, topical medicines (e.g., arnica, antiseptic, insect bite spray).
- Provided by St Mark's and stored in the first aid cabinet.
- Written parental consent obtained at enrolment.

Category (ii): Short-term Medicines

- Prescription (e.g., antibiotics, eye drops) or non-prescription (e.g., paracetamol, cough syrup).
- Supplied by parents for a specific condition/symptom.
- Daily written instructions required (medicine, dose, method, time).
- Parents must sign the medicine register at drop-off and again at pick-up.

Category (iii): Ongoing Condition Medicines

- Prescription or non-prescription medicines for ongoing conditions (e.g., asthma, diabetes, eczema, allergies).
- Written authority required at enrolment, with clear instructions on method, dose, timing, and symptoms.
- Individual Health Plans may be developed with parents and health professionals.

Clarifications

- **Nappy rash creams** are no longer categorised as medicines (MoE Bulletin, Aug 2023). Prescribed creams for infections remain Category (ii).
- **Sunscreen** is not a medicine and does not require authorisation.

Storage & Safety:

- Medicines are stored securely, out of children's reach, but accessible in an emergency.
- Expiry dates are monitored. Expired or unused medicines are returned to parents or disposed of safely.
- Medicine registers are kept with the stored medicines.

Staff Training:

- Only staff authorised by the Assistant Principal may administer medicines.
- Training and information on specific medicines (e.g., inhalers, epi-pens, insulin) may be provided by parents, GPs, nurses, pharmacists, or specialist foundations.

- Training records are kept with the child's enrolment record for the duration of enrolment or staff employment.
- Staff double-check medicine, dosage, expiry date, child's name, and timing before administering.

Sudden Illness:

- If a child becomes very unwell, the **Injuries, Illness and Incidents Policy (HS27)** is followed.
- Parents/emergency contacts will be called to collect the child promptly.
- If collection is not possible, the parent will be asked to arrange for the emergency contact to collect the child.

Alignment with Centre Philosophy:

This policy supports our philosophy of providing a **safe, caring, and nurturing environment** for all tamariki. Parents can be confident that their children will receive the right medicine, at the right time, administered by trained adults.

Legislative Reference:

- Education (ECE) Licensing Criteria 2008 – HS25, HS27, HS28, HS29
- Food Act 2014
- NZQA First Aid Training Standards

Implementation:

- Medicines are stored in the Preschool Kitchen
- Registers and training records are kept in the Preschool Kitchen
- Staff are trained to follow clear procedures at all times.

Last Reviewed: May 2025 / **Next Review:** June 2026



Child Protection Policy

Policy Category: Health and Safety

Criteria: HS31

Policy Summary

This policy outlines St Mark's Preschool's commitment to safeguarding tamariki. It describes our procedures for responding to suspected or reported child abuse, and the preventative measures we implement. All staff are expected to be familiar with this policy and follow it consistently.

Purpose

The purpose of this policy is to:

- Establish a common understanding of child neglect and abuse.
- Detail how staff and management will protect children from neglect, abuse, and harm.
- Confirm our commitment to staff training and support in child protection.
- Provide clear procedures for responding to suspected child abuse.

This policy aligns with:

- Children's Act 2014
- Education and Training Act 2020
- Education (Early Childhood Services) Regulations 2008
- ECE Licensing Criteria HS31

Scope: Adult-to-child abuse. Child-to-child or child-to-adult incidents are managed through behavioural guidance and social-emotional development strategies, though unusual behaviour may indicate abuse and should be monitored.

Policy Principles

St Mark's Preschool keeps tamariki safe by:

- Placing the child's wellbeing as paramount in all actions.
- Emphasising prevention of abuse and neglect while supporting families.
- Recognising the role of whānau in decisions affecting their child.
- Ensuring staff can identify signs of abuse or neglect and respond appropriately.
- Complying with all legislative responsibilities.
- Promoting a culture where staff can raise concerns without fear of reprisal.

Safety Checks

All staff undergo safety checks according to the Children's Act 2014 and ECE Regulations 2008. Our **Safety Checking and Risk Assessment Procedures** detail what is checked, storage of records, and scheduled reviews.

Definitions

Child Abuse (Oranga Tamariki): Any act or omission likely to cause physical, emotional, or sexual harm, ill-treatment, neglect, or deprivation.

Forms of abuse:

- **Physical:** Harm or injury to a child.
- **Emotional:** Acts or omissions harming psychological, social, or emotional development.
- **Sexual:** Forcing or enticing a child into sexual activity or exposure to sexual content.
- **Neglect:** Failure to meet a child's basic needs (physical, medical, supervision, or parental responsibility).

Resources:

- Child Matters: <https://www.childmatters.org.nz>
- Safeguarding Children: <https://www.safeguardingchildren.org.nz>

Identifying Abuse and Neglect

Indicators may include:

- Unexplained injuries or repeated medical issues.
- Withdrawal, aggression, or inappropriate sexualised behaviour.
- Poor hygiene, malnutrition, frequent absences, or neglect of medical needs.
- Anxiety, fearfulness, or over-compliance.

Response Procedures

Immediate danger: Call 111.

Suspected abuse or disclosure: Contact Oranga Tamariki at 0508 326 459 or contact@ot.govt.nz.

At the centre:

- Report any suspicion or observed incident immediately to the Centre Manager/Person Responsible.
- Take immediate steps to protect the child.
- Record all observations and disclosures accurately (word-for-word, date, time, location, and staff present).
- Notify Oranga Tamariki if there is reasonable cause to suspect abuse.
- Discuss concerns with the Centre Manager or designated child protection officer.

Responding to a child disclosure:

- Listen carefully and reassure the child (e.g., "You've done the right thing").
- Use open-ended prompts without conducting an interview.
- Do not make promises that cannot be kept.
- Reintegrate the child into normal activities if not in immediate danger.

Recording & Information Sharing

- Record all concerns, actions, and correspondence securely.
- Share information only with appropriate personnel in line with the Privacy Act 2020, Children's Act 2014, and Oranga Tamariki Act 1989.
- Maintain a secure record of all reports and actions taken.

Allegations Concerning Staff

- Allegations against staff follow the same procedures.
- Centre HR Policy and Code of Conduct will guide the response.
- The child's wellbeing remains the priority.

Child Protection Education

Staff receive training as part of induction and ongoing professional development, covering:

- Understanding abuse and neglect.
- Recognising indicators of abuse.
- Legal obligations for reporting.
- Working with agencies on child protection issues.

ICT and Cyber Safety Policy

Policy Category: Health and Safety

Criteria: HS32

Purpose:

The purpose of this policy is to ensure the safety of all children and adults at St Mark's Preschool when using ICT equipment and technology, in line with ECE Licensing Criteria HS32.

Position Statement:

St Mark's Preschool is committed to providing a safe and ethical digital environment. We take all practicable steps to protect children from exposure to inappropriate material and ensure responsible use of technology in teaching, learning, and administration.

Policy Principles and Practices:

Cyber Safety: Staff and children use Information and Communication Technologies (ICT) responsibly, safely, and ethically. This includes safeguarding personal information, avoiding harmful or illegal content, and preventing viruses, spam, and malware.

General Procedures:

- Staff are trained on online safety, including security threats, managing personal data, and avoiding harmful content.
- Centre ICT systems are password-protected; only authorised staff can access passwords.
- ICT for administration, assessment, and professional development is used outside teaching spaces.
- Only centre-owned or leased ICT equipment is used for teaching. Staff personal devices must not be used for instructional purposes.
- Personal use of ICT by staff is allowed only during breaks, away from teaching spaces, within reasonable limits, and without impacting the centre.
- Children's use of ICT requires parent permission at enrolment.
- Safeguarding procedures ensure children are not exposed to inappropriate material, including content restricted under the Films, Videos and Publications Classification Act 1993.
- Accidental or intentional breaches of this policy by staff are considered serious misconduct.
- Virus, spyware, and malware protections are installed and maintained.
- Daily system data backups are performed and stored off-site.

Screen Time

- **Everyday Screen Use:**
 - Screen time will generally be **limited and purposeful**.
 - Screens may be used for **educational activities, storytelling (Vooks), or guided learning** only.

- During **transitional or resetting times** (e.g., after meals, between activities), **short periods of limited screen use** may be permitted to support smooth transitions.
- **Holiday Programmes:**
 - During holiday programmes, **Movie Day** may be included as part of the day's activities.
 - Movies will be **age-appropriate**, limited in duration, and supplemented with discussion or related activities.
- **Supervision and Interaction:**
 - All screen use will be **directly supervised by staff**.
 - Educators will engage with children during screen activities to support learning, language development, and social interaction.
- **Device Management:**
 - Personal devices from home are **not permitted** for general use.
 - Preschool devices will be carefully selected and maintained for safety, age-appropriateness, and educational value.
- **Family Communication:**
 - Parents/caregivers will be informed about **Movie Days** and special screen-based activities.
 - Families are encouraged to discuss screen habits at home and support balanced media use.

Alignment with Other Policies

This policy complements:

- Child Protection Policy
- Centre Human Resource policies
- Ministry of Education ICT guidelines: www.education.govt.nz

Risks

- Inappropriate use of ICT equipment
- Exposure to harmful or unsuitable material
- Loss or corruption of stored data
- Unauthorized access to restricted content

Implementation

- Procedures for safe ICT use have been clearly developed.
- Staff are trained to follow these procedures and maintain digital safety for themselves and children.

This policy ensures that **St Mark's Preschool provides a safe, ethical, and secure digital environment**, supporting both children's wellbeing and effective centre operations.

Last Reviewed: May 2025 / **Next Review:** June 2026

Exclusion - Substances Policy

Policy Category: Health and Safety

Criteria: HS33

Purpose:

The purpose of this policy is to ensure the safety and wellbeing of children and adults at St Mark's Preschool by preventing impairment from alcohol or other drugs (prescription or otherwise) among staff, volunteers, parents, and visitors. This policy aligns with the Ministry of Education ECE Licensing Criterion HS33.

Position Statement:

At St Mark's Preschool, the safety of children and adults is paramount. No person on the premises may use, or be under the influence of, alcohol or any substance that impairs judgement, behaviour, or functioning during centre hours. Staff, volunteers, parents, and visitors whose behaviour is detrimentally affected by alcohol or drugs may be excluded from the centre to ensure a safe environment.

Policy Principles:

General:

- Children's safety and wellbeing are protected at all times.
- Children have the right to be free from exposure to adults under the influence of alcohol or drugs.
- Children arriving at the centre under the influence will be treated as seriously ill, with urgent medical attention sought. The incident will also be considered a potential child endangerment issue, in accordance with the Child Protection Policy. Appropriate agencies, including Oranga Tamariki, Police, and the Ministry of Education, may be notified.
- Staff under the influence of alcohol or drugs, including prescribed medication that impairs their ability to perform their role, are in breach of this policy and will be subject to disciplinary action according to employment procedures.
- Parents or other visitors suspected of being under the influence will be asked to leave the premises. Children will not be released into their care, and external agencies may be involved to protect children and others at the centre.

Alignment with Other Policies:

This policy aligns with:

- Child Protection Policy
- Centre Code of Conduct

- Alcohol and Drugs Policy

Legislative and Regulatory Framework:

- ECE Licensing Criteria 2008: HS33 – No person on the premises uses, or is under the influence of, alcohol or other substances that impair functioning or behaviour during service hours.
- Teaching Council Code of Professional Responsibility

Impacts on Staff, Parents, and Children:

- Ensures a safe environment for children, staff, parents, and visitors.
- Provides clarity on acceptable behaviour and procedures when alcohol or drug impairment is suspected.

Risks and Implications:

- Harm to adults or children at the centre.
- Compromised safety and wellbeing of children.
- Disruption to the operation of the service caused by impaired or disorderly persons on the premises.

Implementation:

- Clear procedures have been developed to identify, respond to, and manage incidents involving alcohol or drug impairment.
- Staff are trained to follow these procedures to maintain safety at all times.

This policy ensures that **St Mark's Preschool remains a safe and secure environment**, where children's wellbeing and the integrity of the centre's operations are protected.

Sun Protection Procedure

Policy Category: Health and Safety

Criteria: HS12

Purpose:

The purpose of this procedure is to keep children and adults safe by ensuring that everyone at St Mark's Preschool is protected from damaging levels of ultraviolet (UV) radiation.

Position Statement:

At St Mark's Preschool, we are committed to protecting children from harm. We minimise the risk of excessive exposure to UV radiation, which can cause sunburn, skin and eye damage, and increase the risk of skin cancer. Children's wellbeing, safety, and learning outdoors are central to our philosophy, and we promote safe practices that allow tamariki to enjoy the outdoors year-round.

Issue Outline:

Outdoor play and exploration are an important part of early childhood education. However, children—especially babies and toddlers—are more vulnerable to UV damage than adults.

- Excessive sun exposure can cause **sunburn, skin damage, eye damage, and increase cancer risk later in life.**
- St Mark's Preschool manages these risks through preventative measures and sun-safe routines so children can safely enjoy outdoor learning.

Detail

While there is no statutory requirement for a formal sun protection procedure, the Education (Early Childhood Services) Regulations 2008 require services to promote good health and safety and protect children from harm. St Mark's Preschool adopts **SunSmart guidelines** (Health NZ Te Whatu Ora, Cancer Society) as part of our practice.

Our SunSmart Approach – Slip, Slop, Slap, Wrap

Slip

- Slip into clothing that offers good protection from the sun (e.g., sunhat, long sleeves, collars, longer shorts or trousers).
- Children are encouraged to play in shaded areas, particularly between **10am and 4pm** (September–April daylight saving months) when UV levels are highest.

Slop

- Broad-spectrum **SPF 30+ sunscreen** is applied before children go outside and reapplied every two hours, or more frequently if children are playing with water or sweating.
- The Preschool provides **Cancer Society NZ SPF30+ sunscreen**, which parents authorise at enrolment.
- Parents who prefer to provide their own sunscreen must label it clearly; this arrangement is noted and reviewed every term.
- Staff maintain a **sunscreen chart** to record when sunscreen has been applied.
- Staff follow strict hygiene practices when applying sunscreen to children's faces, and children are encouraged to apply it themselves under supervision.
- Expired sunscreen is disposed of, and all products are stored in a cool, shaded place.

Slap

- All children are required to wear a **St Mark's sunhat (bucket-style)** especially Term 1 and 4 when outdoors during sunny conditions. *No sunhat, no outside play.*
- Sunhats must provide effective coverage (wide-brimmed or legionnaire-style with flaps). Caps alone are not acceptable.

Wrap

- Children are encouraged to wear sunglasses where appropriate, with wrap-around styles preferred for maximum protection.

Additional Preschool Practices:

- Outdoor activities are encouraged year-round, but staff ensure extra precautions are taken in summer months.
- Drinking water is always available, and children are prompted to drink regularly to stay hydrated.
- Staff model SunSmart behaviour (wearing hats, using sunscreen, seeking shade).
- The preschool provides shaded play spaces through under the trees, fort and tents.
- Sun protection practices are also applied on **excursions and off-site activities**.
- Routine shade breaks are incorporated into outdoor activities.

Parent and Whānau Awareness:

Our Centre promotes sun protection awareness through:

- Information provided at enrolment.
- Daily conversations with families.
- Centre newsletters and noticeboard updates.
- A copy of this **Sun Protection Procedure** available to families.
- Sharing relevant health advice from the Ministry of Health, Health NZ Te Whatu Ora, and the Cancer Society.

Relevant Background:

- **Education (Early Childhood Services) Regulations 2008**, Regulation 46 – Health and Safety Practices Standard:
 - Clause 1(a): Service providers must take all reasonable steps to promote the good health and safety of children enrolled in the service.
- **SunSmart Guidance** – Cancer Society NZ & Health NZ Te Whatu Ora

Biting Policy

Policy Category: Health and Safety

Criteria: HS33

Purpose:

The purpose of this policy is to provide clear procedures for preventing, managing, and responding to biting incidents at St Mark's Preschool. The policy aims to ensure children's safety, protect their wellbeing, and support consistent, professional responses from staff, while maintaining respectful communication with parents/whānau.

Position Statement:

At St Mark's Preschool, we recognise that biting is a **developmental behaviour** common among young children, particularly under three years, as they explore their environment, express frustration, or communicate needs.

We are committed to:

- **Child safety and wellbeing:** Protecting all children from harm.
- **Positive guidance:** Using proactive strategies to prevent biting and support children in developing appropriate social and communication skills.
- **Consistent responses:** Ensuring staff act calmly and professionally.
- **Family partnership:** Keeping parents informed and involved in supporting behaviour management.

This policy aligns with **Te Whāriki**:

- **Wellbeing:** Children feel safe and supported.
- **Contribution:** Children learn to interact and communicate positively with peers.

Procedures:

1. Prevention Strategies

- Maintain **adequate supervision** in all learning areas, including outdoor spaces.
- Provide **age-appropriate toys, materials, and experiences** to reduce frustration and competition.
- Offer **verbal guidance and emotional coaching**, helping children use words, gestures, or alternative strategies to express needs.
- Encourage **pro-social interactions** through modelling and role-playing.
- Observe children for triggers or signs of frustration and **intervene proactively**.

2. Immediate Response to a Biting Incident

- **Separate children calmly** and ensure the safety of both the child who was bitten and the child who bit.
- **Attend to the injury** immediately:
 - Wash the bite area with soap and water.
 - Apply a cold pack if required.Seek medical attention if the bite breaks the skin or appears serious.
- **Document the incident:** Include time, place, context, and actions taken.

3. Communication with Parents/Whānau

- Notify the parent/whānau of the child who was bitten **on the same day**, providing clear, factual information.
- Notify the parent/whānau of the child who bit **in a sensitive, non-blaming manner**, explaining the behaviour and steps taken to support learning.
- Maintain confidentiality and professionalism at all times.

4. Follow-Up and Behaviour Support

- Observe the child who bites to **identify triggers or patterns**.
- Implement **targeted support strategies**, such as:
 - Teaching alternative ways to express frustration or needs.
 - Offering increased supervision during high-risk times or activities.Providing praise and reinforcement for positive behaviour.
- Collaborate with **parents/whānau** to ensure consistent strategies at home and preschool.
- Review the environment, routines, and staffing ratios to **reduce recurrence of biting**.

5. Review and Evaluation

- Regularly review **biting incidents** for patterns, triggers, and effectiveness of strategies.
- Adjust **preventive measures and guidance strategies** as required.
- Staff reflect on their response and maintain **continuous professional learning** regarding positive behaviour guidance.

Key Principles:

- Biting is managed **without blame or punishment**.
- Safety and wellbeing of all children is **paramount**.
- Responses are **consistent, calm, and supportive**, promoting learning rather than fear.
- Families are partners in managing behaviour and promoting **positive social skills**.

Immunisation Policy

Policy Category: Health and Safety

Criteria: HS33

Purpose:

The purpose of this policy is to protect the health and wellbeing of all children, staff, and visitors at St Mark's Preschool by reducing the risk of vaccine-preventable diseases. The policy outlines requirements, procedures, and responsibilities regarding immunisation, in accordance with **New Zealand Ministry of Health guidelines** and **ECE licensing criteria**.

Positional Statement:

At St Mark's Preschool, we are committed to creating a **safe and healthy environment** for children and adults. Immunisation is recognised as a critical public health measure that:

- Protects children and staff from infectious diseases.
- Reduces the likelihood of outbreaks within the centre.
- Supports the wider community by promoting herd immunity.

We value:

- **Whānau partnership:** Working collaboratively with families to maintain accurate immunisation records.
- **Education and awareness:** Ensuring families understand the importance of timely immunisation.
- **Compliance with public health requirements:** Aligning centre practices with Ministry of Health guidance.

This policy is linked to **Te Whāriki**:

- **Wellbeing:** Children's health and safety are prioritised.
- **Belonging:** Families feel confident that the preschool is a safe environment.

Issue Outline:

1. Immunisation Requirements for Children

- Parents/whānau are required to provide a **record of immunisation** for their child upon enrolment.
- Children must be immunised in accordance with the **National Immunisation Schedule**, unless:
 - A medical exemption is provided by a registered medical practitioner.
 - A recognised alternative legal exemption applies.
 -

- The centre reserves the right to request proof of immunisation when needed to **protect the health of all children and staff**, especially during outbreaks.

2. Record Keeping

- Accurate immunisation records are maintained in each child's enrolment file.
- Records are **updated whenever new immunisations are administered**.
- Staff immunisation records are confidential and securely stored.

4. Outbreak Management

- During an outbreak of a vaccine-preventable disease:
 - Children and staff who are not immunised or have medical exemptions may be **excluded** temporarily, following Ministry of Health guidance.
 - Families and staff are notified promptly of outbreak management procedures.
- Hygiene practices and infection control measures are reinforced to minimise spread.

5. Communication with Whānau

- Families are informed of immunisation requirements at enrolment and during updates.
- Staff provide guidance and resources about recommended immunisations.
- Collaboration ensures **consistency between home and preschool practices** for children's health protection.

Review and Evaluation

- The policy is reviewed **annually** or when Ministry of Health guidelines are updated.
- Feedback from staff and whānau is considered to improve clarity, compliance, and safety practices.
- Regular audits ensure immunisation records are accurate and up to date.

Safe Hot Drinks Policy

Policy Category: Health and Safety

Criteria: HS33

Purpose:

The purpose of this policy is to ensure the **health and safety of all children, staff, and visitors** by minimising the risk of burns or scalds from hot drinks within the preschool environment.

Position Statement:

At St Mark's Preschool, the **wellbeing and safety of tamariki** is our highest priority. We recognise that hot drinks can pose a significant hazard in early childhood settings. This policy ensures that all adults act responsibly to prevent accidents, aligning with our commitment to **providing a safe learning environment**. This policy reflects **Te Whāriki – Wellbeing/Mana Atua**, which emphasises protecting children from harm, and aligns with the **ECE Licensing Criteria HS33**, requiring safe practices to protect children from injury.

Issue Outline:

1. Hot drinks brought into the preschool must always have a secure cup lid.
 - Staff, parents, whānau, and visitors are required to use **cups with fitted lids** (e.g., takeaway cups, reusable cups with lids).
2. Hot drinks are not permitted in children's play areas.
 - Hot drinks may only be consumed in **designated staff areas** or other areas approved by management, away from children.
3. Staff role-modelling
 - Staff will model safe and responsible behaviour by adhering to this policy at all times.
4. No storage of hot drinks in unsafe areas.
 - Hot drinks must not be placed on low tables, shelves, or any surface within children's reach.
5. Excursions and off-site activities.
 - Hot drinks may not be consumed when directly supervising or transporting children.
6. Monitoring and reminders.
 - All staff are responsible for monitoring compliance.
 - Parents and visitors will be **politely reminded** of the policy if needed.



Managing Allergies and Anaphylaxis Policy

Policy Category: Health and Safety

Criteria: HS26 - HS33

Purpose:

The purpose of this policy is to protect children with allergies and anaphylaxis by ensuring that **all staff are aware, trained, and prepared** to respond quickly and appropriately in the event of an allergic reaction. The health and safety of all children is our top priority, and this policy ensures compliance with the **ECE Licensing Criteria** and best practice in early childhood education.

Position Statements:

At St Mark's Preschool, we believe every child has the right to be **safe, supported, and included** regardless of medical needs. We work in partnership with whānau and medical professionals to develop **individual management plans**, educate staff, and foster a safe, allergy-aware environment.

This policy is linked to:

- **Te Whāriki – Wellbeing | Mana Atua:** Children experience an environment that promotes their health, nurtures their emotional wellbeing, and keeps them safe from harm.
- **IB PYP – Learner Profile (Caring & Balanced):** We care for the needs of others and create a balanced, safe environment that supports all learners.

Issue Outline:

1. Identification and Documentation

- Families must disclose any allergies (including food, environmental, insect, or medication) at enrolment.
- A detailed **Allergy/Anaphylaxis Management Plan** will be developed in consultation with parents/whānau and signed by a registered medical professional.
Photos of children with severe allergies will be displayed in the staff room, kitchen, and learning areas for staff awareness.

2. Prevention and Minimisation

- The preschool will make **reasonable adjustments** to minimise risks, including:
 - Restricting certain high-risk foods (e.g., nuts) where required.
 - Ensuring strict hygiene practices in food preparation and meal areas.
 - Educating children about not sharing food or drinks.
- Staff will carefully check all ingredients in food provided by the preschool.

3. Staff Training and Preparedness

- All teaching staff will be trained in:
 - Recognising signs of allergic reactions and anaphylaxis.
 - Administering adrenaline auto-injectors (e.g., EpiPen).
 - Emergency response procedures, including CPR and first aid.
- Training will be refreshed **annually** and updated when new children with allergies enrol.

4. Medication Management

- Each child at risk of anaphylaxis must have a clearly labelled adrenaline auto-injector (EpiPen) stored in an accessible, secure location known to all staff.
- Expiry dates will be checked **monthly**, and families notified when replacements are required.

5. Emergency Response Procedure

In the event of an anaphylactic reaction:

1. **Recognise symptoms quickly** – swelling, hives, difficulty breathing, persistent cough, dizziness, or collapse.
2. **Call for help** – alert another staff member immediately.
3. **Administer adrenaline auto-injector** (EpiPen) as per the child's action plan.
4. **Call 111** – request an ambulance and state “anaphylaxis emergency.”
5. **Contact parents/whānau immediately.**
6. A staff member will accompany the child to hospital and remain until whānau arrive.
7. The incident will be documented and reviewed to improve future responses.

6. Communication with Whānau

- Parents/whānau will be informed of policies and procedures at enrolment.
- Regular discussions will ensure all plans remain current and effective.
- Families are encouraged to share updated medical advice or new triggers immediately.

Licensing Criteria Alignment:

This policy aligns with the following **ECE Licensing Criteria**:

- **HS26–HS30**: Safe storage, administration, and documentation of medicine.
- **HS31–HS32**: Ensuring staff training in emergency response.
- **HS33**: Children are protected from harm, including allergic reactions.

Review:

- This policy will be reviewed **annually** or when a new child with allergies enrolls.
- Staff, whānau, and health professionals will be consulted in reviews.

Last Reviewed: September 2025 / **Next Review:** October 2026



Nut-Free Policy

Policy Category: Health and Safety

Criteria: HS19, HS21, HS22, HS30, HS33

Purpose:

The purpose of this policy is to protect children with nut allergies from exposure to allergens, ensuring St Mark's Preschool is a **safe and inclusive environment** for all tamariki. Nut allergies can cause severe and life-threatening reactions (anaphylaxis), so a proactive approach is essential for the wellbeing of our community.

Position Statement:

At St Mark's Preschool, we are committed to the **health, safety, and inclusion** of all children. By maintaining a nut-free environment, we:

- Reduce the risk of accidental exposure to allergens.
- Promote equity and inclusion for children with severe allergies.
Support children in learning safe and respectful food practices.

This policy is linked to:

- **Te Whāriki – Wellbeing | Mana Atua:** Children's health is promoted, and they are kept safe from harm.
- **IB PYP – Learner Profile (Caring & Principled):** We show care and responsibility by making choices that protect and respect others.

Issue Outline:

1. Nut-Free Environment

- **All nuts and nut products are prohibited** at preschool. This includes (but is not limited to): peanuts, almonds, cashews, walnuts, hazelnuts, pistachios, macadamias, and foods containing nut oils or butters (e.g., peanut butter, Nutella).
- Staff, parents, and whānau are responsible for ensuring food brought from home does not contain nuts or traces of nuts.

2. Communication and Education

- Families are informed of the nut-free policy at enrolment and reminded regularly through newsletters, handbooks, and signage.
- Children are taught about food safety in age-appropriate ways, including not sharing food and understanding why some foods are not allowed.

3. Food Preparation and Handling

- All food provided by the preschool will be free from nuts and nut products.
- Staff will carefully check ingredient labels before preparing or serving food.
- Kitchen areas are monitored to ensure compliance.

4. Monitoring and Response

- Any child found with nut-containing food will have it removed immediately. A safe substitute will be provided if possible.
- In the event of an allergic reaction, staff will follow the **Managing Allergies and Anaphylaxis Policy**, including administering emergency medication and contacting emergency services.

Licensing Criteria Alignment:

This policy aligns with the following **ECE Licensing Criteria**:

- **HS19 & HS21:** Food served must meet children's nutritional needs and be safe.
- **HS22:** All food is prepared, served, and stored hygienically.
- **HS30:** Safe storage and use of medication (in case of allergic reaction).
- **HS33:** Children are protected from harm and hazards, including allergens.

Review:

This policy will be reviewed **annually** or sooner if a new child with additional food allergies enrolls. Input will be sought from staff, parents, and health professionals.

Last Reviewed: September 2025 / **Next Review:** October 2026

Governance, Management, and Administration



Parent Access to Information & Parental Involvement

Policy Category: Governance, Management & Administration

Criteria: GMA 2 - GMA4

Purpose:

The purpose of this operational policy is to describe how we ensure that parents have access to information concerning their child, as well as our centre's operational documents, including philosophy, policies, and procedures. Additionally, it outlines opportunities for parents to be involved in the development and review of our centre's operational documents.

Position Statement:

At St Mark's Preschool, we value parents' contribution and involvement in their child's education and care. We will strive to ensure that parents are advised on how to access relevant information concerning their child and the operation of the centre, and inform them of any planned reviews or consultations.

Staff and parents can discuss and agree on the best ways to communicate at the centre. People can have realistic expectations about the level of communication and what they can expect to see happening.

Issue Outline

A major indicator of quality in early childhood settings is the degree to which parents and whānau are informed about their child's centre operates and their level of engagement with the centre's education and care programme. To be engaged, parents need to know how they can be involved in the centre.

Detail:

Access to Information:

To ensure parents have information about how the centre operates, all parents receive an information pack upon enrolment, which includes written information letting parents know how to access the following:

- Information concerning their child's learning and the curriculum: At St Mark's, this is predominantly done through Seesaw, Comms@St-Marks and Remarks Newsletters.
- Our Preschool's operational policies and procedures are through SchoolDocs and ECEDocs. It is also located in the sign-in/out table in the Preschool foyer, including the fee structure and financial information, the amount and details of MoE funding received by our Preschool
- Information about the centre's policy review cycle
- Our Preschool's philosophy - displayed in the foyer and on the school's website
- The most recent Education Review Office report regarding our Preschool - located in the sign-in/out table in the Preschool foyer, on the school's website and [ERO website](#).

Opportunities for Involvement:

- Our Preschool has a specific onboarding process for children and parents through the child's primary caregiver; Preschool visits, Meet and greet with our Tumuaki/Principal, and Preschool Parent Information Booklet.
- Sending a Preschool Daily Notice via Seesaw. Maintaining a noticeboard for parents that includes current news and information
- Emails
- Newsletters
- Short conversations during arrival and departure contact times
- Being available for private meetings with parents, where this is requested
- Establishing a welcoming environment and encouraging parents to spend time with their children at the centre
- Encouraging contributions of home stories, pictures and photos to children's portfolios. These contributions form the basis of Learning Stories and assessment. Any contribution from parents is welcome, and a learning conversation is developed, where parents can share insights about the child. At our Preschool, this can be through a variety of channels - Seesaw, social media platforms
- Encouraging participation in our programmes where parents have particular skills, such as music or craft skills, or during excursions. At our Preschool, teachers engage with parents and whānau in a learning partnership, as set out by the Principles of Te Whāriki,
- Holding occasional social or educational evenings for parents and whānau
- Providing parent meeting opportunities to update parents on their child's progress, learn from parents what is happening in their environment and address any issues:
 - Whanau Aspiration and Goals Setting meetings
 - Student-Led Conferences
- Carrying out an annual survey of parents' satisfaction to inform our evaluation process.

Policy review information and consultation process:

Parents will be informed and consulted on significant policy changes, as well as any reviews of the Preschool's philosophy. There are regular opportunities for parents to contribute to the development and review of operational documents.

If meetings are held, attendance records and minutes are kept as evidence of consultation. If documents are provided for parents to read, parents' signatures on such documents will be a record of consultation and review.

In the case of separated parents: Unless a court order rules otherwise, all parents and guardians are entitled to:

- Reports about their child's participation and learning experiences (i.e. portfolios)
- Participate in the opportunities provided by the centre to engage with parents
- Have access to any official records held at the centre related to their child's participation in that service

Relevant Background (including legislation/regulation references)

- **GMA2:** Written information letting parents know how to access:
 - Information concerning their child;
 - The service's operational documents, and
 - The most recent Education Review Office (ERO) report regarding the service.
- **GMA3:** Written information letting parents know:
 - How can they be involved in the service?
 - Any fees charged by the service;
 - The amount and details of the expenditure of any Ministry of Education (MoE) funding received by the service; and
 - About any planned reviews and consultations.
- **GMA4: Documentation required:**
 - Evidence of opportunities provided for parents and adults providing education and care to contribute to the development and review of the service's operational documents.

Impacts of Policy on Staff, Parents and Children

This policy avoids parents not knowing how they can be involved in the service and contribute to decisions about their child's education and care. It also informs them of what rights they have to be consulted on matters concerning the centre and their child.

Alignment with the Philosophy

This policy is aligned with our Preschool's philosophy.

Implications and/or Risks

This policy has implications for the quality of care provided. Strong relationships amongst parents, staff and management allow smooth and rapid resolving of issues, thus protecting the integrity of the centre.

Implementation

The Assistant Principal/Head Teacher trains staff to act on these policies, including the training of primary care workers and other Kaiako in the induction process. Teachers are instrumental in engaging parents and whānau in the centre programme and communicating children's learning progress to parents. The Head Teacher ensures a communication plan is in place. Review of the plan is part of the centre's self-review process.

Last Reviewed: May 2025 / **Next Review:** June 2026



Philosophy Statement

Policy Category: Governance, Management & Administration

Criteria: GMA 5

St Mark's Preschool is an early childhood service that provides a full day of early childhood education and care for 50 children from the age of 2. We take a limited number of 2-year-olds within our Preschool.

The Preschool has six staff members, four of whom are qualified Early Childhood teachers the other two are teaching assistants. St Mark's provides a dual curriculum with the International Baccalaureate and Te Whāriki being taught within our Preschool setting. St Mark's Preschool reviews its statement of philosophy and the charter, in consultation with educators, parents/caregivers and tamariki.

TE WHĀRIKI:

Children are capable learners who are encouraged to explore, make choices, and express themselves (**Whakamana – Empowerment**). Learning is interconnected, supporting cognitive, emotional, social, and physical growth (**Kotahitanga – Holistic Development**). Strong partnerships with whānau foster open communication and family involvement, enriching children's learning experiences (**Whānau Tangata – Family & Community**). Positive, respectful relationships create a safe and supportive environment where children feel valued and secure (**Ngā Hononga – Relationships**).

IB PRIMARY YEARS PROGRAM:

At St Mark's Preschool, our philosophy aligns closely with the essential elements of the IB Primary Years Programme (PYP). We create a nurturing, inclusive environment where tamariki build **knowledge** through play, guided by inquiry and exploration. Our programme fosters **conceptual understanding**, encourages the development of critical **skills**, and promotes positive **attitudes** such as empathy, respect, and curiosity.

Empowered by St Mark's School's core values—**Manaakitanga, Achievement, Respect, and Kindness**—children are supported to take meaningful **action** as confident, capable learners. In strong partnership with whānau, we celebrate diversity, honour identity, and nurture a lifelong love of learning.

WHAKATAUKI:

Mahia nga mahi o nga tamariki hei apopo ka tu hei rangitira.
Fulfill the needs of our children and tomorrow they stand strong.

At St Mark's Preschool, we believe every child is a unique individual with the right to learn, grow, and thrive in a safe, inclusive, and nurturing environment. Guided by our core values of

Manaakitanga, Achievement, Respect, and Kindness,

we create a warm and supportive environment where children feel valued and respected.

We celebrate the rich cultural diversity within our preschool community, recognising and honouring the uniqueness of each child, their whānau, and our teaching team. This diversity strengthens our environment and fosters a strong sense of belonging.

Learning through play is central to our approach. We see play as a vital way for children to explore, discover, and make sense of their world—supporting their social, emotional, cognitive, and physical development. We empower tamariki to take initiative, think critically, collaborate, and grow into confident learners.

Our teaching practice draws from **Te Whāriki**, New Zealand’s early childhood curriculum, and the **IB Primary Years Programme (PYP)** to offer a responsive, inquiry-based programme that encourages curiosity, creativity, and lifelong learning. We offer a balance of structure and flexibility, supporting smooth transitions and a strong foundation for future learning.

We recognise that learning is a shared journey. **Teachers** are caring professionals who create rich, inclusive environments and support each child’s unique learning path. **Parents and whānau** are valued partners whose insights and contributions help shape each child’s experience. Together, we build a collaborative community that supports growth, celebrates individuality, and nurtures a love of learning.

At St Mark’s, children are empowered to be their best selves in a place where they feel safe, heard, and inspired.

LINKS TO:

Education and Training Act 2020

Te Whāriki – The New Zealand Early Childhood Curriculum

The Treaty of Waitangi (Te Tiriti o Waitangi)

National Education and Learning Priorities (NELP)

Early Childhood Education Licensing Criteria & Regulations 2008

Children’s Act 2014

Human Rights Act 1993 & The Education (Physical Restraint) Rules 2023

Self-Review and Internal Evaluation Policy

Policy Category: Governance, Management & Administration

Criteria: GMA 6

Purpose

At St Mark's Preschool, we are committed to maintaining a high standard of early childhood education and care through a continuous process of **self-review and internal evaluation**. This policy ensures our practices remain current, reflective, and aligned with both our **philosophy** and the **regulatory requirements**, including Licensing Criteria **GMA6**. Regular and robust self-review helps us improve quality, meet compliance, and strengthen outcomes for tamariki, whānau, and staff.

Position Statement

Our centre philosophy—grounded in the values of **Manaakitanga, Achievement, Respect, and Kindness**—is at the heart of everything we do. It shapes our teaching, curriculum, relationships, and operations. To stay true to our philosophy, we undertake regular reflection and evaluation to ensure our policies, practices, and procedures are responsive, relevant, and effective.

Self-review is an essential part of our professional practice and directly supports our alignment with **Te Whāriki**, the **IB Primary Years Programme (PYP)**, and the **National Education and Learning Priorities (NELP)**. We value the contributions of our **teachers, whānau, and community** and ensure their voices are heard in this ongoing process.

Policy Details

1. Philosophy Alignment and Display

- Our Preschool philosophy is developed in consultation with staff and families.
- It is shared through enrolment documents, policy manuals, our website, and key centre displays.
- All policies and practices are regularly reviewed to ensure alignment with the philosophy.

2. Scheduled Review Process

- Our self-review is guided by a **centre-wide review schedule** that ensures regular evaluation of all key areas, including:
 - Curriculum
 - Teaching practices
 - Health and safety
 - Governance and management
 - Policies and procedures
- Timeframes for review vary depending on the area:
 - Curriculum - annually
 - Premises & Facilities - annually

- Health & Safety/Emergency Plans - annually
- Governance, Management & Administration - every two years
- Child Protection Policy is reviewed every 3 years.
- The philosophy itself is reviewed annually, or as needed, to ensure it continues to reflect the needs of our community.

3. Responsive and Emergent Reviews

- In addition to scheduled reviews, spontaneous reviews may occur in response to:
 - New research
 - Significant events
 - Feedback from staff or whānau
 - Changes in legislation or regulatory guidance

4. Review Process Steps

The review process may include:

- Evaluating the **effectiveness and relevance** of policies
- Assessing whether staff have the **knowledge and training** needed to implement practices
- Identifying what is working well and what needs to change
- Setting improvement goals
- Consulting with teachers, whānau, and relevant stakeholders

Self-review questions include:

- What is our focus?
- How effective are we?
- What has changed since the last review?
- What do we need to do next?

5. Consultation and Communication

- Reviews are conducted **in collaboration with staff and, where appropriate, with families and the wider community.**
- Outcomes are shared with parents and whānau through newsletters, meetings, or updated documentation.

6. Internal Evaluation

- Internal evaluation focuses on **quality improvement**, including:
 - Curriculum delivery and learning outcomes
 - Pedagogical practices
 - Centre leadership and strategic goals
- Evaluations may be **strategic, regular, or emergent**, and are linked to the centre's vision, goals, and the **IB-PYP Essential Elements** (knowledge, skills, concepts, attitudes, and action).
- Internal evaluations may draw from frameworks such as **ERO's Ngā Ara Whai Hua and Te Ara Poutama.**

Evaluation questions may include:

- How well are we doing?
- To what extent are outcomes improving?
- What actions do we need to take?

7. Recording Outcomes

- Outcomes of reviews and evaluations are documented through:
 - Meeting minutes
 - Teaching as inquiry notes
 - Policy update records
 - Annual and strategic plans
- These documents provide evidence of our commitment to continuous improvement and accountability.

Alignment with Other Policies

All policies are designed to reflect and support our centre's philosophy, and are reviewed with that alignment in mind.

Legislative and Curriculum References

This policy is aligned with:

- Licensing Criteria for Early Childhood Education and Care Services 2008:
 - GMA4: Contribution of parents and educators to operational document development and review
 - GMA5: Philosophy statement that guides service operations
 - GMA6: Regular review and evaluation process with recorded outcomes
- Te Whāriki: Early Childhood Curriculum (2017)
- National Education and Learning Priorities (NELP)
- IB Primary Years Programme (PYP) Standards and Practices
- ERO's Ngā Ara Whai Hua and Te Ara Poutama

Impacts on Staff, Whānau and Tamariki

Our self-review and evaluation practices:

- Foster a culture of reflection and professional growth
- Enhance the quality of learning and care
- Ensure meaningful whānau engagement
- Demonstrate a commitment to excellence and accountability

Risks of Non-Compliance

Failure to review or align our philosophy, policies, and practices risks:

- Breach of licensing requirements
- Outdated or ineffective practices
- Reduced trust from whānau and stakeholders
- Missed opportunities for improvement

Implementation

- The Assistant Principal/Head Teacher is responsible for leading the review process.
- All staff are engaged in the process as part of professional practice.

Review Cycle

- This policy will be reviewed annually or as per the Preschool's review schedule, or when significant changes occur.

Resource:

 2025 Preschool Annual Development Plan



Human Resource Management Practices Policy

Policy Category: Governance, Management & Administration

Criteria: GMA7, GMA8, GMA9, HR Legislation

Purpose

This policy outlines the human resource practices that guide the employment, development, and management of staff at St Mark's Preschool. It ensures consistency, transparency, and fairness in staffing processes and supports a high-quality early childhood education and care environment.

1. Selection and Appointment Procedures

1.1 Advertising and Recruitment

- All vacant positions are advertised internally and/or externally to attract a diverse pool of qualified applicants.
- Advertisements include key information about the position, qualifications required, and application procedures.
- The recruitment process complies with the principles of equal employment opportunity.

1.2 Selection Process

- Shortlisting is conducted by the Senior Leadership Team and a delegated panel (where applicable).
- Interviews are structured and assess candidates' qualifications, experience, suitability for working with children, and alignment with the Preschool's goals.
- Referee checks and police vetting (as required by law) are completed before any appointment is made.

1.3 Appointment

- All appointments are made in writing and include an employment agreement that outlines terms and conditions of employment in accordance with the Employment Relations Act and other relevant legislation.

2. Job/Role Descriptions

Each role at St Mark's Preschool has a clearly defined **Job Description** outlining:

- Key responsibilities and duties
- Reporting lines and supervisory relationships
- Required qualifications and competencies
- Performance expectations and accountabilities

Job descriptions are reviewed annually or when there is a significant change in responsibilities.

3. Onboarding/Induction Procedure

All new staff members undergo an Onboarding/Induction Programme to ensure they understand their roles and responsibilities and feel supported as they integrate into the centre.

Induction includes:

- Introduction to the Preschool's policies and procedures
- Familiarisation with the Preschool's physical environment
- Health and safety protocols and emergency procedures
- Code of conduct and expected professional standards
- Introduction to key documentation, including Te Whāriki and relevant operational guidelines
- Overview of the Professional Growth Cycle (PGC)

The induction process is led by the Head Teacher or a delegated mentor and is documented.

4. Professional Growth Cycle (PGC)

All registered teachers at St Mark's Preschool are supported through a structured Professional Growth Cycle in line with the Teaching Council of Aotearoa New Zealand requirements.

Key elements include:

- Goal setting aligned to the Standards for the Teaching Profession
- Regular reflective conversations and feedback
- Observations and peer mentoring opportunities
- Evidence gathering to support practice and appraisal
- Annual professional discussions to support registration and certification

For non-registered staff, a similar performance review process is implemented annually.

5. Professional Development

St Mark's Preschool is committed to the ongoing professional learning of all staff.

Provision includes:

- Access to internal and external professional learning opportunities
- Paid leave and/or financial support to attend workshops, seminars, or conferences
- Time allocated for professional reading, research, and collaboration
- Support for study towards relevant qualifications (where applicable)
- Involvement in centre-wide inquiry and reflective practice projects

Professional development plans are reviewed as part of the PGC or annual appraisal process.

6. Serious Misconduct

Serious misconduct refers to behaviour or actions by an employee that fundamentally breach the trust and obligations of the employment relationship.

Examples of serious misconduct include (but are not limited to):

- Physical, verbal, or emotional abuse of children or staff
- Breach of the Child Protection Policy
- Serious breach of health and safety protocols
- Theft, fraud, or dishonesty
- Intoxication or substance abuse in the workplace
- Gross negligence or willful damage
- Harassment, bullying, or discriminatory behaviour
- Conviction of a criminal offence impacting suitability for work

Any allegation of serious misconduct is investigated promptly and confidentially, and may lead to disciplinary action, including dismissal.

7. Discipline and Dismissal Procedures

Disciplinary action may be taken in response to breaches of policies, poor performance, or misconduct. The process is fair, transparent, and consistent with employment law.

Steps include:

1. Investigation: Allegations or concerns are investigated in a fair and unbiased manner.
2. Meeting: The staff member is informed of the issue, given the opportunity to respond, and may have a support person present.
3. Outcome: Based on findings, actions may include:
 - Verbal or written warning
 - Performance improvement plan
 - Suspension (in cases of potential serious misconduct)
 - Dismissal (in cases of confirmed serious misconduct or ongoing non-compliance)

All outcomes are documented, and employees are informed of their right to respond and seek external advice or support.

Monitoring and Review

This policy is reviewed biennially or as needed to reflect legislative changes, best practices, or centre requirements. Input may be sought from staff, management, and governance representatives.

Related Documents & Legislation

- Employment Relations Act 2000
- Education (Early Childhood Services) Regulations 2008
- Teaching Council of Aotearoa New Zealand – Professional Growth Cycle
- Health and Safety at Work Act 2015
- Code of Professional Responsibility and Standards for the Teaching Profession
- St Mark's Preschool Policies: Child Protection, Code of Conduct, Health & Safety, Complaints Policy

Last Reviewed: August 2025 / **Next Review:** September 2027

Safety Checking of Children's Workers Policy

Policy Category: Governance, Management & Administration

Criteria: GMA7A, HS31

Applies To: All employees, contractors, students, volunteers, and visitors who may have access to children at the centre

Purpose

The purpose of this policy is to ensure that St Mark's Preschool meets its obligations under the **Children's Act 2014**, **Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015**, and the **Education and Training Act 2020**, by undertaking appropriate and legally compliant safety checks on all individuals engaged to work with children.

This policy also supports our commitment to safe, high-quality early childhood education and aligns with the **Ministry of Education's Early Childhood Licensing Criteria**, specifically **GMA7A** and **HS31**.

Position Statement

St Mark's Preschool is committed to the safety and well-being of all children in our care. We follow a robust staff selection and safety checking process to ensure that:

- All staff are safe and suitable to work with children.
- Staff understand child development and can respond appropriately to children's needs.
- Our culture of child protection is consistently upheld.
- Children's safety is prioritised above all else.

Any breach of this policy is treated as **serious misconduct** and may result in disciplinary action.

Issue Outline

Children deserve to be safe, especially in environments designed for their care and education. Safety breaches can have life-altering consequences for children and their families, as well as reputational and legal risks for the centre. Compliance with legal requirements for safety checking is non-negotiable and essential for maintaining a safe learning environment.

Policy Principles

We will:

- Complete safety checks before any staff member or children's worker begins employment or engagement.
- Repeat safety checks at least every three years for all children's workers.
- Maintain comprehensive records of all checks and risk assessments.
- Ensure all safety checks are carried out by the **Assistant Principal** or delegated person.

All checks will be completed in accordance with the **Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015**, available [here](#).

Definition: Children's Worker

A **Children's Worker** is anyone whose work **may involve regular or overnight contact with children without parental supervision**, whether **paid or unpaid**, including:

- Teachers
- Relievers
- Students on practicum
- Volunteers (if unsupervised)
- Centre owners/operators
- Van drivers

Note: Under the **Education and Training Act 2020**, any person who may have **unsupervised access** to children must be **police vetted**, regardless of whether they are considered a Children's Worker under the Children's Act.

Who Needs to Be Safety Checked?

Group	Requirements
All Centre Staff (teaching and non-teaching)	Full 7-step safety check, including Police Vet
Relief Teachers (independent)	Full 7-step check by our centre
Relief Teachers (agency)	Written confirmation of safety check from agency + ID confirmation + internal risk assessment
Students on practicum	Written confirmation from training provider + ID copy + internal risk assessment
External professionals (e.g., SLTs, MoE/ERO staff)	Confirmed safety checks by employer + risk assessment + ID copy
Contractors (e.g., plumbers)	Police vet if likely to have unsupervised access to children
Visitors	Supervised at all times; must sign Visitors' Book
Parent volunteers	Safety checks are not legally required, but may be requested under this policy if they have unsupervised access

Safety Check Elements

Each **Initial Safety Check** includes the following:

1. **Verification of Identity**
 - Two forms of ID (one photographic) are required.

2. Recruitment Interview

- Evaluates qualifications, character, suitability, and alignment with the centre's values.

3. Work History

- 5-year employment history required; any gaps must be explained.

4. Referee Checks

- Minimum of two verbal referee checks, including one recent employer.

5. Teaching Council/Professional Body Check

- For registered teachers, confirmation of current practising certificate and status.

6. Police Vetting

- A current Police vet must be obtained for all staff.

7. Risk Assessment

- A formal assessment of all gathered information to evaluate any risk to children.

Procedure Flowchart

Safety Checking Components for New and Existing Children's Workers under the Children's Act 2014

What Must Be Done	If you are employing a NEW Children's Worker	If you are safety checking an EXISTING Children's Worker
	All steps must be completed in full BEFORE the commencement of employment or engagement	PERIODIC RECHECKING: This applies to all Children's Workers employed, regardless of how long they have been in employment at the service. All steps must be completed in full ON or BEFORE the expiry of the Children's Worker's previous safety check
Confirm their identity	We must sight an original primary identity document (e.g. a passport) and an original secondary identity document (see 'Detail' below for accepted documents). One of the documents must contain a photograph or you will need to use an identity referee and a verification statement. A person's identity can also be confirmed by using an electronic identity credential, in accordance with the Electronic Identity Verification Act 2012 (e.g. REALME) If a person's name differs from the person's name on a document produced, a supporting name change document is required as evidence. (see 'Detail' below for accepted documents) EVIDENCE: copy taken, signed and dated. State full name and position. Retain this copy in the employee's personnel file	Confirmation that the employee has not changed their name from the name on their previous safety check If the employee's name has changed since the last safety check, a supporting name change document as evidence must be produced (see 'Detail' below for accepted documents) EVIDENCE: copy taken, signed and dated. State full name and position. Retain this copy in the employee's personnel file

<p>Do an interview</p>	<p>All new staff must participate in an interview (face-to-face / online or telephone) that includes specific questions about their own attitudes, beliefs and behaviours; and whether they have ever been convicted of an offence or a complaint made against their professional practice.</p> <p>EVIDENCE: notes of questions and answers, a summary of the interview, signed and dated. State full name and position. Retain this copy in the employee's personnel file</p>	<p>Not required</p>
<p>Ask for a work history</p>	<p>All new staff must provide their C.V., i.e. consisting of a chronological summary of their work history, if any, for the preceding five years (including a description of previous employment positions)</p> <p>Workers from overseas: It is recommended that children's workers who have lived overseas provide copies of police certificates from their countries of citizenship and from any country in which they have lived for one or more years within the last ten years.</p> <p>Any gaps in the five years must be explained.</p> <p>EVIDENCE: copy taken, signed and dated. State full name and position. Retain this copy in the employee's personnel file</p>	<p>Not required</p>
<p>Check at least one referee</p>	<p>We will contact at least one referee by telephone, who is not related to the person and not part of the person's extended family and request any information that may be relevant to an assessment of the person.</p> <p>EVIDENCE: detailed notes of the referee interview questions and answers, signed and dated. State full name and position. Retain this copy in the employee's personnel file</p>	<p>Not required</p>
<p>Get more information</p>	<p>The children's worker should provide the name of any professional organisation of which they are a current member, if that membership is relevant to the person's employment or engagement.</p> <p>For teachers:</p> <p>We will seek information from the Teaching Council to confirm that you hold a current practising certificate, i.e. confirm through https://teachingcouncil.nz/find-a-registered-teacher/</p> <p>We will require any other information held by the Teaching Council that may be relevant to an assessment of the person (e.g. complaints or competence issues)</p> <p>EVIDENCE: copy of the practising certificate / screenshot of online entry on the Teaching Council register. Signed and dated. State full name and position. Retain this copy in the personnel file</p>	<p>A periodic safety check includes checking that the membership, licensing or registration status with any professional organisation the children's worker has is current and a record is made of having carried out a re-check.</p> <p>For teachers:</p> <p>At the three-year periodic safety check, we will verify with the Teaching Council that you have a current practising certificate, i.e. confirm through https://teachingcouncil.nz/find-a-registered-teacher/</p> <p>EVIDENCE: copy of the practising certificate/screenshot of online entry on the Teaching Council register. Signed and dated. State full name and position. Retain this copy in the personnel file</p>

<p>Do a Police Vet</p>	<p>We obtain a Police vet report for all staff; or</p> <p>For teaching staff, we accept a registered teacher's current practising certificate as evidence that a current Police vet check report has been obtained by the Teaching Council and that this has met their criteria for being of good character and fit to be a teacher; or</p> <p>For teaching staff, we require the original covering letter that accompanied your practising certificate issued by the Teaching Council.</p> <p>If a teacher's practising certificate lapses, the teacher cannot continue working as a children's worker until the practising certificate has been renewed or a NZ police vet has been obtained.</p> <p>All employees must be police vetted. Each learning service has to decide what impact the information contained in the police vet will have on a person's recruitment.</p> <p>If a police vet shows that a person has been convicted of an offence specified under the Children's Act 2014 then this person cannot be employed or engaged as a children's worker unless they have an exemption.</p> <p>The Education and Training Amendment Bill (no3) makes it explicit that service providers must consider the police vet for their non-teaching employees and contractors and assess any risk to the safety of children before those employees begin work or have unsupervised access to children.</p> <p>EVIDENCE: Print the Police Vet results or note that you are relying on the Police Vet undertaken by the Teaching Council</p>	<p>We obtain a Police vet report for all staff; or</p> <p>For teaching staff, we accept a registered teacher's current practising certificate as evidence that a current Police vet check report has been obtained by the Teaching Council and that this has met their criteria for being of good character and fit to be a teacher; or</p> <p>For teaching staff, we require the original covering letter that accompanied your practising certificate issued by the Teaching Council.</p> <p>If a teacher's practising certificate lapses, the teacher cannot continue working as a children's worker until the practising certificate has been renewed or a NZ police vet has been obtained.</p> <p>EVIDENCE: Print the Police Vet results or note that you are relying on the Police Vet undertaken by the Teaching Council</p>
<p>Assess the risk and make your decision</p>	<p>We undertake a risk assessment, which involves consideration of all the above information and our judgment whether this Children's Worker poses or would pose any risk to the safety of children.</p> <p>EVIDENCE: Write a risk assessment statement that confirms that all the required checks were undertaken, and file it together with all the documentation in the Children's Worker's personnel file</p>	<p>We undertake a risk assessment, which involves consideration of all the above information and our judgment whether you are an appropriate person to be a children's worker at our centre</p> <p>EVIDENCE: Write a risk assessment statement that confirms that all the required checks were undertaken, and file it together with all the documentation in the Children's Worker's personnel file</p>
<p>Keep a record</p>	<p>We keep a dated record of the information we gathered and the date when safety checks need to be carried out again. These records are kept on each Children's Worker's personnel file and will be retained for as long as the employee is employed by our centre, plus one year (or longer if there is reason to do so).</p>	<p>We keep a dated record of the information we gathered and the date when safety checks need to be carried out again. These records are kept on each Children's Worker's personnel file and will be retained for as long as the employee is employed by our centre, plus one year (or longer if there is reason to do so).</p>

Ongoing/Periodic Checks (Every 3 Years)

- Police vet must be repeated.
- Confirmation of ongoing teacher certification (where applicable).
- Reviewed risk assessment based on updated vetting and employment information.
- Updated ID documents if a name change occurred.
- No need to repeat referee checks or work history verification unless there's a change in role.

Record-Keeping

All documentation is securely stored in staff personnel files and includes:

- ID copies
- Referee contact notes
- Police vet reports
- Teaching Council certification (where applicable)
- Risk assessment forms

Retention: Personnel records are kept for 7 years post-employment. Police vet records are updated every 3 years.

Preschool Roles & Responsibilities

Assistant Principal Will:

- Ensure all staff and contractors are fully safety checked before starting work.
- Keep accurate and confidential records.
- Lead the 3-yearly safety check review process.
- Complete all risk assessments.
- Always prioritise child safety in all decision-making.

Staff Will:

- Comply with all safety check requirements.
Maintain confidentiality.
- Inform the Assistant Principal of any change that may impact their suitability to work with children.

Protected Disclosure

Any staff member who raises a concern about the safety of a child or the conduct of another staff member will be protected under the **Protected Disclosures Act**. Disclosure to authorities (Oranga Tamariki or Police) may occur if it is necessary for child safety.

Alignment with Other Policies

- Child Protection Policy
- Code of Conduct
- Staff Recruitment and Appointment Policy
- Safety Checking Procedure Document

Relevant Legislation & Guidelines

- Children's Act 2014
- Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015
- Education and Training Act 2020
- Education (Early Childhood Services) Regulations 2008
- Privacy Act 2020
- MoE Police Vetting Guidelines for Early Learning Services
[Link to guidelines](#)

Impact of Policy

This policy reassures parents, whānau, and staff that St Mark's Preschool has stringent procedures to ensure children's safety and that all staff are suitable to work in our environment.

Implications and Risks

Failure to comply with safety checking legislation can result in:

- Risk to child safety
- Regulatory non-compliance
- Loss of license or closure of the centre
- Legal action and reputational harm

Implementation

This policy is implemented through:

- Staff training and induction
- Ongoing HR processes
- Internal audits and annual policy review
- Integration into employment agreements and role expectations

Last Reviewed: August 2025 / **Next Review:** August 2026

Strategic Planning Policy

Policy Category: Governance, Management & Administration

Criteria: GMA8

Purpose

This policy outlines how St Mark's Preschool engages in strategic planning that is aligned with the overarching St Mark's School Strategic Plan, while also maintaining an Annual Development Plan that is specific to the needs, goals, and context of the Preschool. This ensures that the Preschool's direction, priorities, and practices remain both contextually relevant and aligned with the school's overall vision and strategic direction.

Position Statement

At St Mark's Preschool, we are committed to contributing to the long-term goals of St Mark's School through active participation in school-wide strategic planning processes. At the same time, we recognise the importance of having a focused and responsive Annual Development Plan (ADP) that reflects the unique character, priorities, and aspirations of our early childhood setting.

Strategic planning at the Preschool level ensures:

- Continuous improvement in teaching and learning
- Effective use of resources
- Strong community engagement
- A safe, inclusive, and nurturing learning environment for all tamariki

Policy Principles

- 1. Alignment with School-wide Strategy**
 - The Preschool's Annual Development Plan is developed in alignment with the strategic goals and direction outlined in the St Mark's School Strategic Plan.
- 2. Preschool Autonomy in Planning**
 - While aligned with the school's vision, the Preschool's Annual Development Plan addresses the unique developmental, pedagogical, and operational priorities of early childhood education.
- 3. Continuous Improvement**
 - The planning process is cyclical and improvement-focused, based on reflection, self-review, data analysis, and feedback from staff, parents, and whānau.
- 4. Consultation and Collaboration**
 - Strategic planning at the Preschool level involves input from the teaching team, the Head Teacher, the Tumuaki (Principal), and whānau, ensuring shared ownership and relevance.
- 5. Documentation and Review**
 - The Preschool's Annual Development Plan is documented, shared with staff and leadership, and reviewed annually to assess progress, identify emerging priorities, and

respond to change.

Detail: Strategic Planning Process

1. St Mark's School Strategic Plan

- Developed by the school's Board of Trustees and Senior Leadership Team
- Outlines the vision, values, and strategic goals for the entire school, including the Preschool
- Sets the foundation for all planning and decision-making within the Preschool

2. Preschool Annual Development Plan (ADP)

- Created annually by the **Assistant Principal** in collaboration with the Preschool teaching team and school leadership
- Based on reflection from previous year's evaluation, current priorities, and goals for continuous improvement
- Includes specific targets in areas such as:
 - Curriculum development
 - Assessment and planning
 - Teaching practice and professional development
 - Whānau engagement
 - Health and safety
 - Equity and inclusion

3. Monitoring and Evaluation

- Progress against the ADP is monitored throughout the year during staff meetings, internal evaluations, and team reflections
- The ADP is reviewed annually, and key achievements and next steps are documented
- Feedback from the evaluation informs the next year's plan

Responsibilities

Assistant Principal

- Leads the development and implementation of the Annual Development Plan
- Ensures Preschool planning aligns with the school's strategic goals
- Coordinates input from Preschool staff and liaises with the Tumuaiki (Principal)

Preschool Teaching Team:

- Actively contributes to planning discussions
- Implements strategies and actions from the ADP
- Reflects on and evaluates progress towards goals

Tumuaiki (Principal):

- Provides guidance and oversight to ensure Preschool alignment with the school's Strategic Plan
- Ensures Preschool planning contributes meaningfully to the wider school direction

Documentation Requirements (as per GMA8)

The following documentation is maintained:

- Current copy of the **St Mark's School Strategic Plan**
- The **Preschool Annual Development Plan** (with alignment to the school strategy clearly indicated)
- Evidence of internal evaluation and review linked to ADP goals
- Minutes of planning meetings and records of consultation with staff/whānau

Alignment with Regulations and Criteria

This policy is developed to meet the requirements of:

- GMA8: An annual plan identifying the service's priorities for the next 12 months in relation to:
 - Governance and management
 - Curriculum
 - Health and safety practices
 - Planned review and self-assessment processes
 - Professional development plans for staff
- Education (Early Childhood Services) Regulations 2008
- Licensing Criteria for Early Childhood Education and Care Centres 2008

Impacts on Staff, Parents, and Children

- **Staff** have clear direction and shared goals that guide practice and professional learning.
- **Parents and whānau** can see the centre's priorities and how these support children's learning and wellbeing.
- **Children** benefit from a cohesive, purpose-driven teaching environment aligned with both ECE best practice and the school's overall vision.

Implementation and Review

- This policy is shared with all new and existing staff.
- The Assistant Principal ensures all teaching staff are familiar with the Preschool's Annual Development Plan and their role in achieving it.
- The policy and Annual Development Plan are reviewed annually in Term 4 as part of the Preschool's self-review cycle.

Resources:

- 📄 St Mark's School & Preschool Strategic Planning 2024-2028
- 📅 2025 Preschool Annual Development Plan

Last Reviewed: August 2024 / **Next Review:** August 2026

Annual Budget Policy

Policy Category: Governance, Management & Administration

Criteria: GMA9

Purpose

The purpose of this policy is to ensure that St Mark's Preschool operates within a sound financial framework by preparing, approving, and managing an annual budget. The budget supports the delivery of high-quality early childhood education and care, enables effective allocation of resources, and aligns with the St Mark's School-wide financial management policies and procedures.

This policy meets the requirements of GMA9 of the Licensing Criteria for Early Childhood Education and Care Centres 2008.

Position Statement

St Mark's Preschool is committed to responsible financial stewardship that supports our operational goals, curriculum delivery, and the well-being of tamariki, staff, and whānau. While we are part of the wider **St Mark's School** governance structure, the Preschool maintains a separate **Annual Budget** that is:

- Developed in alignment with the Preschool's **Annual Development Plan**
- Approved by the School's Board of Trustees
- Monitored regularly for financial integrity and accountability

Policy Principles

1. **Transparency:** Budget planning and expenditure decisions are documented, traceable, and aligned with centre goals.
2. **Responsibility:** The Preschool Head Teacher works with the School's senior leadership to ensure responsible financial planning and spending.
3. **Alignment:** The budget reflects the priorities outlined in the Preschool's Annual Development Plan and the wider St Mark's School Strategic Plan.
4. **Accountability:** Budgeting decisions are subject to review and approval by the School's governance body, and expenditure is monitored throughout the financial year.

Budget Development Process

1. **Annual Budget Planning**
 - The Assistant Principal, in collaboration with the Tumuaki (Principal) and/or General Manager, prepares a draft Preschool budget each year, generally during Term 4.
 - The draft budget:
 - Reflects known and anticipated income (e.g. Ministry of Education funding, fees, donations)

- Identifies fixed and variable costs (e.g. staffing, resources, professional development, maintenance, consumables)
- Aligns with the Preschool's strategic goals and priorities for the coming year

2. Budget Approval

- The draft Preschool budget is submitted to the **St Mark's School Board** (or designated Finance Committee) for review and approval.
- Once approved, the Preschool budget becomes part of the school's consolidated financial planning and reporting systems.

3. Budget Implementation and Monitoring

- The **Assistant Principal** is responsible for monitoring Preschool spending against the approved budget.
- Regular budget reports are shared with the Tumuaiki and/or General Manager to ensure alignment with approved allocations.
- Any variances or adjustments are discussed and managed according to the school's financial policies.

4. Reporting and Accountability

- All Preschool expenditure is documented, coded appropriately, and processed through the school's accounting system.
- The Preschool may be required to contribute to monthly or termly financial reports to the Board.
- Annual financial performance is reviewed and informs future budget planning.

Budget Areas Typically Included

- Salaries and staffing costs
- Professional development
- Curriculum resources and equipment
- Health and safety provisions
- Maintenance and cleaning
- Whānau and community engagement activities
- Licensing and regulatory compliance costs
- Contingency/reserve funds

Roles and Responsibilities

Role	Responsibility
Assistant Principal	Drafts the budget, monitors day-to-day spending, and ensures alignment with ADP
Tumuaki/Principal	Oversees budget development and ensures the Preschool plan aligns with the school strategy
General Manager	Provides financial oversight, reporting, and support for budget processes

Board

Reviews and approves the Preschool budget and monitors financial performance

Alignment with Licensing and Regulatory Requirements

This policy meets the requirements of:

- **GMA9:** *An annual budget setting out the service's estimated revenue and expenses for the year.*
Education (Early Childhood Services) Regulations 2008
- **Children's Act 2014** – Ensuring budget allocations support child wellbeing and safe environments
- **St Mark's School Financial Policies and Procedures**

Impacts of Policy

- **Children** benefit from the appropriate allocation of resources for learning and care
- **Staff** have access to funding for curriculum delivery and professional development
- **Whānau** have confidence in the centre's financial responsibility and transparency
- **Governance** maintains oversight of expenditure and ensures the long-term financial sustainability of the Preschool

Resource:

[2025 Budget \(Approved\)](#)

Record Keeping Policy

Policy Category: Governance, Management & Administration

Criteria: GMA1, GMA11, GMA12, HS1-HS28, HS30-HS34

Purpose

The purpose of this policy is to ensure that St Mark's Preschool maintains accurate, up-to-date, and accessible records that meet legal, regulatory, and operational requirements. Good record keeping supports the health, safety, learning, and wellbeing of all tamariki and enables the centre to demonstrate compliance with the Education (Early Childhood Services) Regulations 2008, Licensing Criteria, and Children's Act 2014.

Position Statement

St Mark's Preschool is committed to maintaining transparent, confidential, and reliable records that support effective communication with whānau, meet compliance obligations, and reflect quality practices. All records are stored securely and are retained for the required timeframes.

Scope of Records Maintained

The following types of records are maintained by St Mark's Preschool:

Category / Description	Education & Care (centre-based) Licensing Criteria	Required by Licensing Criteria	Licensing Criteria Guidance	Rationale
Information and guidance from agencies or services	C13		<ul style="list-style-type: none"> 7 years (if child-specific) 2 years (if general information) 	<ul style="list-style-type: none"> If the record is for information and guidance relating to a particular child, it should be kept with the child's enrolment information. If it is for general information, the service should decide how long to keep the record for.
Emergency drill practices	HS8		<ul style="list-style-type: none"> 2 years 	<ul style="list-style-type: none"> 2 years = past year and current year, i.e. long enough to inform annual review of practices.
Sleep times and checks	HS9		<ul style="list-style-type: none"> 2 years 	<ul style="list-style-type: none"> 2 years = past year and current year, i.e. long enough to inform annual review of practices and be a useful record of information about sleep patterns to share with parents.
Excursions	HS17		<ul style="list-style-type: none"> Regular: 7 years Special: 2 years 	<ul style="list-style-type: none"> Forms part of enrolment record and record of attendance, both of which must be kept for 7 years under the Public Finance Act 1989. Special: current year and one additional year.
Food served	HS19	3 months after food is served	☑	<ul style="list-style-type: none"> Provides useful information in the event of any allergic reactions that may develop in children attending.
Injuries	HS27		<ul style="list-style-type: none"> 2 years 	<ul style="list-style-type: none"> 2 years from date of incident

			<ul style="list-style-type: none"> • Notifiable injuries: 5 years from date of incident 	<ul style="list-style-type: none"> • In keeping with Health & Safety at Work Act 2015
Illnesses	HS27		<ul style="list-style-type: none"> • 2 years 	<ul style="list-style-type: none"> • 2 years = past year and current year, i.e. long enough to inform annual review of practices
Medicines	HS28		<ul style="list-style-type: none"> • 7 years 	<ul style="list-style-type: none"> • Written authorities for cat (i) and cat (iii) must be kept for 7 years
			<ul style="list-style-type: none"> • 2 years 	<ul style="list-style-type: none"> • Written authorities for cat (ii) must be kept for as long as child is receiving medicine • Record of medicines administered: past year and current year
Medicines training	HS29		<ul style="list-style-type: none"> • 7 years 	<ul style="list-style-type: none"> • Part of enrolment information
Outcomes of self-review	GMA6		<ul style="list-style-type: none"> • Until next ERO review has occurred 	<ul style="list-style-type: none"> • Aligned to ERO's reporting framework for quality ECE services • Timeframe reflects need for information to be available to inform subsequent ERO review preparation and to capture improvements.
Safety Checking	GMA7A		<ul style="list-style-type: none"> • 3 years 	<ul style="list-style-type: none"> • Until next safety check, as long as person is employed or contracted at the service. This information needs to be able to be provided to Ministry staff. • Once information is no longer required to be retained, it must be securely destroyed.
Enrolments	GMA10	7 years		<ul style="list-style-type: none"> • Required by Public Finance Act 1989
Attendance	GMA11	7 years		<ul style="list-style-type: none"> • Required by Public Finance Act 1989

Notes:

1) Other criteria have documentation requirements, but they are not called records. One example is the documented hazard management system that services must have – services should be guided by the requirements of the Health and Safety at Work Act 2015.

2) The Ministry of Education now accepts that all records be kept digitally. Records requiring the signature of the parent must be signed and then digitally stored. Digitally stored records need to be easily retrievable when requested by an official.

Storage and Confidentiality

- All records are stored securely and are only accessible to authorised staff.
- Paper-based files are stored in locked cabinets.
- Digital records are password-protected and backed up regularly.
- Records are maintained in accordance with the **Privacy Act 2020**.

Access to Records

- Parents/guardians can access their child's records upon request.
- Staff have access to their own employment records.
- Regulatory authorities (e.g., MoE, ERO, WorkSafe) may review records during inspections.

Staff Responsibilities

All staff are responsible for:

- Accurately completing and updating records as required
- Following procedures for documentation in their daily practice
- Reporting and recording incidents, injuries, and relevant information promptly

The **Assistant Principal** is responsible for:

- Overseeing all record-keeping processes
- Ensuring timely reviews and secure storage

- Ensuring compliance with legal and regulatory requirements

Review and Audit

- Records will be reviewed periodically to ensure accuracy and completeness.
- Internal audits may be conducted as part of the self-review process.

Relevant Legislation & References

- Licensing Criteria for ECE Services 2008 – GMA1, GMA11, HS1–HS34
- Education (Early Childhood Services) Regulations 2008
- Children’s Act 2014
- Privacy Act 2020
- Health and Safety at Work Act 2015
- Te Ara Poutama / Ngā Ara Whai Hua – ERO Quality Indicators

Privacy Policy

Policy Category: Governance, Management & Administration

Regulatory Alignment/Criteria: Privacy Act 2020 | Education and Training Act 2020 | Children's Act 2014 | Licensing Criteria GMA1, GMA11, HS3

Purpose

This policy ensures that St Mark's Preschool understands and upholds its responsibilities under the Privacy Act 2020 by collecting, storing, using, and sharing personal information responsibly, legally, and transparently.

Position Statement

St Mark's Preschool is committed to protecting the privacy of tamariki, their whānau, and staff. We comply with the Privacy Act 2020 and its 13 Information Privacy Principles, ensuring that personal information is treated respectfully and confidentially.

Scope

This policy applies to all staff, contractors, volunteers, students, and third-party agencies handling personal information on behalf of the centre.

Privacy Act 2020 – Key Responsibilities

The centre will ensure that all personal information is:

- Collected lawfully and fairly
- Used only for the purposes for which it was collected
- Kept accurate, secure, and up to date
- Accessible to the individual it relates to
- Retained only for as long as necessary

A full summary of the 13 Information Privacy Principles (IPPs) is available at:

 <https://www.privacy.org.nz/privacy-act-2020/privacy-principles>

Appointed Privacy Officer

St Mark's School has appointed a **Privacy Officer**, who has undertaken training via the Office of the Privacy Commissioner.

Responsibilities include:

- Promoting staff awareness and compliance with privacy legislation
- Managing information access and correction requests
- Investigating privacy complaints and breaches

- Liaising with the Privacy Commissioner as needed
- Supporting induction and ongoing staff training
- Monitoring and improving privacy practices

Collection and Use of Information

We collect personal information from parents, guardians, and staff to:

- Meet legal and regulatory requirements (e.g. Ministry of Education)
- Ensure the health, safety, and well-being of children and staff
- Monitor learning, development, and progress

Collected information includes (but is not limited to):

- Child enrolment details
- Health and medical records
- Attendance records
- Emergency contacts
- Learning and developmental records
- Parent/caregiver contact and custody information
- Employee documentation (e.g. ID, tax info, qualifications, safety checks)

Sharing of Information

St Mark's Preschool may share personal information:

- With the Ministry of Education for funding, monitoring, and the allocation of National Student Numbers
- With WorkSafe NZ or the Ministry of Health, as legally required
- To protect the safety or well-being of a child (as per the **Children's Act 2014**)
- When authorised by a parent/guardian, or mandated by a Court Order

No information is shared with overseas agencies unless privacy protections equivalent to the NZ Privacy Act 2020 are guaranteed.

Storage and Retention of Information

Children's Records

- Stored securely (digitally and/or physically)
- Retained for **7 years** (as per MoE requirements)
- Securely destroyed when no longer required

Staff Records

- Retained for the duration of employment + **6 years** (Employment Relations Act 2000)
- Safety checking records held **12 months post-employment**
- Unnecessary personal information (e.g. ID copies) is securely destroyed after verification

Access to Records

- Parents/guardians may access and request corrections to their own and their child's information
- All requests must be referred to the Privacy Officer
- Government agencies may access information for statutory purposes

Special Considerations

Separated or Disputing Parents

Both legal guardians have the right to access child-related information unless restricted by a formal **Court Order**, which must be provided to the centre in writing. The centre does not involve itself in parental disputes and will follow official documentation only.

Identity Verification

- Enrolment and employment processes include sighting original identity documents
- ID copies (e.g. birth certificates, passports) are **not retained** unless legally required
Noted as "sighted" only

Preventing and Managing Privacy Breaches


Privacy Impact Assessments

Regular reviews and assessments are undertaken to proactively identify risks.

Breach Management

A **privacy breach** includes unauthorised access, loss, misuse, or disclosure of personal information.

If a breach occurs:

1. **Report immediately** to the Privacy Officer
 2. **Contain and assess** the breach
 3. If there is risk of **serious harm**, notify:
 - Affected individuals
 - The Privacy Commissioner
-  [Notify breach here](#)

Factors to assess include:

- Nature and sensitivity of data
- Security measures in place
- Who accessed the data
- Potential for harm

Failure to notify is an offence under the Privacy Act 2020.

Information Requests and Corrections

Parents, staff, or individuals may request access to or correction of their information. These requests will be processed in accordance with **Privacy Principles 6 & 7**.

Requests must be made in writing and will be responded to within 20 working days unless an extension is needed.

Staff Responsibilities

- Comply with this policy and privacy procedures
- Report suspected breaches to the Privacy Officer
- Complete privacy training as part of induction and ongoing professional development
- Use secure systems for handling, emailing, and disposing of information

Alignment with Strategic Plan

This policy supports St Mark's Preschool's commitment to:

- High-quality governance and accountability
- Child safety and wellbeing
- Transparent relationships with whānau
- Compliance with legislative and regulatory requirements

Related Policies and Documents

- Child Images Policy
- ICT & Social Media Policy
- Enrolment Policy
- Safety Checking Policy
- Complaints Policy
- Record Keeping Policy

Relevant Legislation and Guidance

- Privacy Act 2020
- Education and Training Act 2020
- Children's Act 2014
- Employment Relations Act 2000
- Licensing Criteria for Early Childhood Education and Care Centres 2008
- Office of the Privacy Commissioner: www.privacy.org.nz
- Ministry of Education: www.education.govt.nz

Human Rights Policy

Policy Category: Governance, Management & Administration

Regulatory Alignment/Criteria: Human Rights Act 1993 | Education and Training Act 2020 | Privacy Act 2020 | Te Whāriki | Licensing Criteria GMA3, GMA5, C6

Purpose

The purpose of this policy is to ensure that St Mark's Preschool is a safe, inclusive, and equitable environment where the rights of all children, families/whānau, staff, and visitors are respected, protected, and upheld in accordance with the Human Rights Act 1993 and other applicable legislation.

Position Statement

St Mark's Preschool is committed to promoting and upholding human rights and ensuring that no one is discriminated against on the basis of age, sex, gender identity, race, disability, religious belief, family status, or other personal characteristics. We foster a culture of respect, fairness, diversity, and inclusion for all.

Scope

This policy applies to:

- All children enrolled at the preschool
- Parents and whānau
- Staff and volunteers
- Visitors, contractors, and relief teachers

Key Principles

St Mark's Preschool upholds the **human rights principles** embedded in national and international frameworks, including:

1. Freedom from Discrimination

Everyone has the right to be treated fairly and not to experience discrimination based on:

- Age
- Race or ethnicity
- Sex, gender identity or sexual orientation
- Marital or family status
- Religious or ethical belief
- Disability, health condition or impairment
- Political opinion or employment status

2. Participation and Inclusion

Every child and adult has the right to participate fully in the preschool environment and to be respected and included as part of our diverse learning community.

3. **Respect for Cultural Identity**

We honour the principles of **Te Tiriti o Waitangi**, acknowledging Māori as tangata whenua and ensuring te reo me ōna tikanga are visible and valued. Cultural celebrations, language, and values from all whānau and ethnic groups are respected and included.

4. **Safety and Dignity**

All children and adults have the right to physical and emotional safety and to be treated with dignity. Harassment, bullying, and any form of abuse will not be tolerated.

5. **Equity of Access and Opportunity**

All children will have equitable access to learning, resources, and support. Reasonable accommodations will be made to ensure children with disabilities or additional needs are fully included.

Implementation in Practice

For Children

- Curriculum delivery (aligned with *Te Whāriki*) reflects and affirms children's identities and rights.
- Educators recognise each child's mana and agency and support them to express their voice, views, and choices.
- Children are taught to respect differences and be inclusive of others.

For Parents and Whānau

- Open, respectful communication is maintained with all families.
- Parents are engaged as partners in their child's learning and well-being.
- Cultural values, family structures, and parenting practices are respected.

For Staff

- Recruitment and employment practices align with equal opportunity principles.
- Ongoing training is provided on:
 - Human rights
 - Cultural competency
 - Inclusive education
 - Anti-discrimination
- Staff are supported to speak up if they experience or observe discrimination or unfair treatment.

Dealing with Discrimination or Harassment

Any concern relating to potential human rights breaches (e.g. bullying, harassment, exclusion, racism, unfair treatment) should be reported to:

- The **Assistant Principal** or
- The **Privacy or Complaints Officer**

All complaints will be:

- Taken seriously
- Handled confidentially
- Investigated fairly and promptly

Resolution may involve:

- Mediation or restorative practice
- Policy or practice review
- Referral to external agencies (e.g. Human Rights Commission or ERO), if appropriate

Relevant Legislation and Guidance

This policy is informed by:

- Human Rights Act 1993
- Education and Training Act 2020
- Children's Act 2014
- Privacy Act 2020
- UN Convention on the Rights of the Child (UNCROC)
- Licensing Criteria for Early Childhood Education and Care Centres 2008
- Te Whāriki – He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa Early Childhood Curriculum

Alignment with Strategic Plan

This policy supports St Mark's Preschool's strategic goal of fostering a safe, inclusive and responsive early learning environment, upholding the rights and dignity of all children, families, and staff.

Implications and Risks

Failure to implement this policy could result in:

- Legal risk or non-compliance with human rights law
- Harm to individuals' well-being or reputation
- Loss of trust from whānau or the wider community
- ERO concerns around centre culture, leadership, or compliance

Monitoring and Review

- This policy will be reviewed **biennially**, or earlier if legislation changes or concerns arise.
- Annual staff training includes a review of human rights principles.
- Regular whānau feedback and incident reports inform continuous improvement.

Related Policies

- Enrolment Policy
- Curriculum and Inclusion Policy
- Equal Employment Opportunity Policy
- Complaints Policy
- Behaviour Guidance Policy
- Privacy Policy

Last Reviewed: August 2025 / **Next Review:** September 2027

Complaints Policy and Procedure

Policy Category: Governance, Management & Administration

Regulatory Alignment/Criteria: GMA1, C11 - C13

Purpose:

The purpose of this procedure is to outline how parents, whānau, visitors, and employees may raise a concern or make a complaint about any aspect of St Mark's Preschool or the actions of our team.

At St Mark's Preschool, we are committed to providing a safe, respectful, and collaborative environment where feedback is valued. Information on how to raise concerns or complaints is made available in the following ways:

- Parent/whānau enrolment packs.
- Staff employment agreements.
- Preschool noticeboard and parent information board.
- Reception area and our digital platforms.

This Complaints Procedure is available to anyone who wishes to make a complaint.

Complainants are reminded that they may contact the Ministry of Education (MoE) regional office if they have concerns about non-compliance with regulations. MoE contact details are displayed on our preschool noticeboard. However, all complaints should be directed to the Preschool Head Teacher/Assistant Principal in the first instance.

Position Statement:

- We value open, honest, and respectful communication with whānau and staff.
- We welcome input, feedback, and concerns as opportunities for improvement.
- All complaints are taken seriously, investigated thoroughly and fairly, and responded to in a timely manner.
- Wherever possible, we seek a positive, supportive, and low-key resolution.

We recognise that while we strive for high standards, there may be times when parents, whānau, staff, or visitors have concerns. It is important to us that:

- Every concern or complaint is listened to.
- Processes are fair, respectful, and transparent.
- Outcomes lead to service improvement and trust in our preschool community.

Definitions:

- **Concern:** A low-level query or statement relating to processes, people, or practices, which can often be resolved quickly through clarification or discussion.
- **Complaint:** A more serious matter where expectations have not been met, or acceptable conduct may have been breached. Complaints may require corrective measures or disciplinary action.

At St Mark's Preschool, we distinguish between concerns and complaints and will clarify with the person raising the issue what category applies.

Alignment with Policies:

This procedure aligns with:

- Child Protection Policy
- Employment Agreements
- Staff Code of Conduct
- Other relevant Preschool policies and procedures
- Teaching Council Codes and Standards

Procedure:

Step 1 – Receiving a Complaint

- Parents/whānau are encouraged to first approach the teacher or staff member directly involved to resolve minor issues.
- If unresolved, or if the issue is serious, the Preschool Head Teacher/Manager should be approached.
- Staff members with concerns should first approach their Team Leader/Head Teacher; unresolved issues should be raised with the Preschool Head Teacher/Manager.
- If the complaint relates to the Preschool Manager, it may be directed to the Principal or the School Board.
- Concerns may be made verbally. However, **formal complaints must be submitted in writing**. Written complaints will be acknowledged in writing, logged, and securely stored.

Step 2 – Confidentiality

- Complaints will be managed respectfully and confidentially, except where sharing information is required for natural justice or legal purposes.
- The dignity of both complainant and staff will be upheld.

Step 3 – Investigation

- The complainant will be reassured that their complaint will be considered and responded to once the investigation is complete.
- The Preschool Manager will investigate complaints, unless the complaint concerns them directly, in which case the Principal/Board will undertake the investigation.

- Complaints involving child safety trigger immediate action and may involve external agencies (MoE, Oranga Tamariki, Teaching Council).

Step 4 – Informing Involved Parties

- Staff members who are the subject of a complaint will be informed promptly.
- Serious complaints involving staff will follow strict employment processes.
- Written records of all complaints and responses will be maintained.

Step 5 – Decisions Based on Facts

- Investigations will gather all relevant information before decisions are made.
- St Mark's Preschool recognises that issues may arise from either process weaknesses or individual actions.

Step 6 – Conclusion

- Findings will be communicated to the complainant and any relevant external agencies.
- All complaints will be closed with a written response.

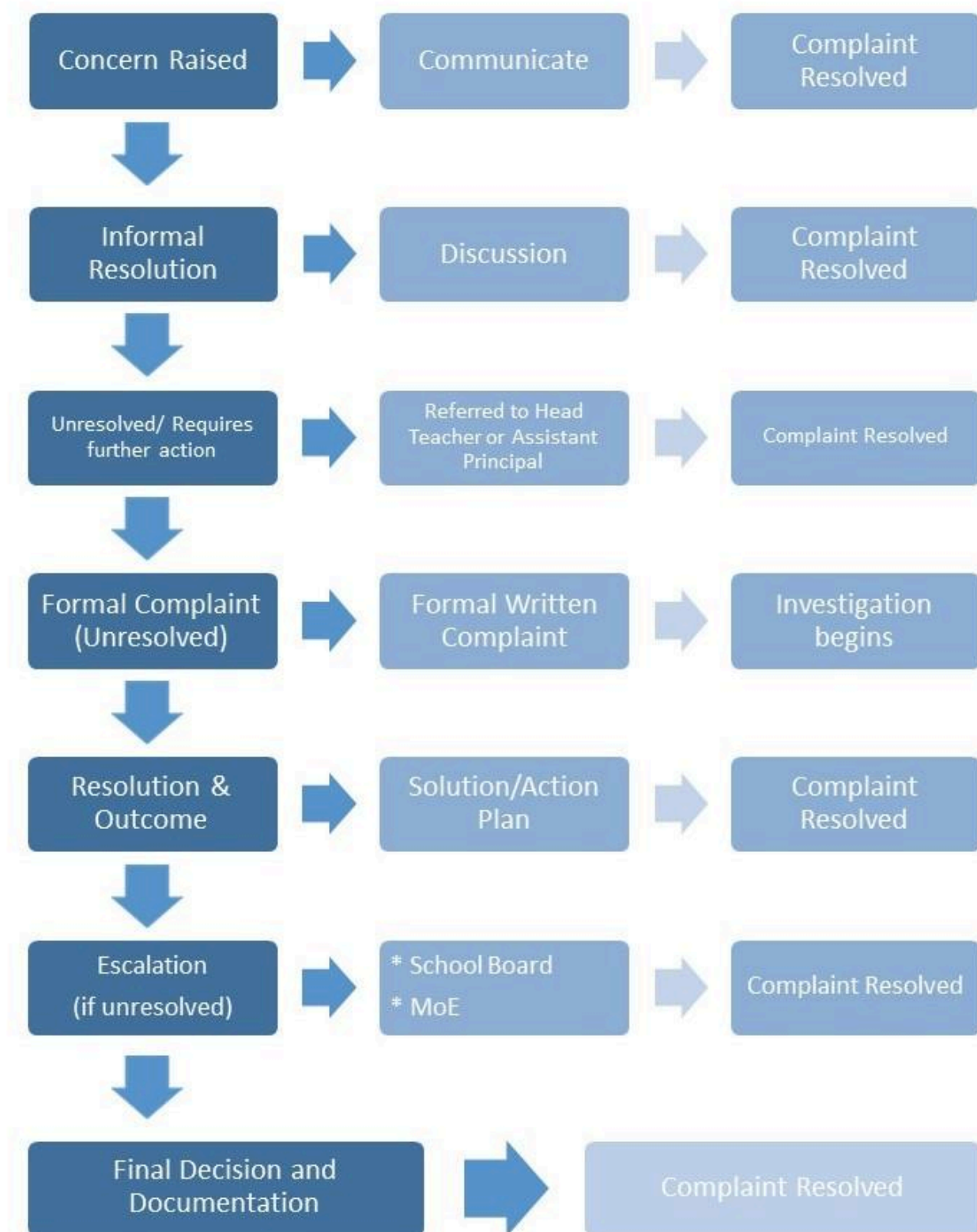
Step 7 – Principles of Natural Justice

- Individuals subject to complaints will be informed of the nature of the complaint and given the opportunity to respond.
- The identity of complainants will not be disclosed unless required by law.
- For serious complaints involving child safety, staff will be stood down on full pay pending investigation.

Step 8 – Outcome

- Outcomes may include:
 - Updates or improvements to policies and procedures.
 - Training or professional development for staff.
 - Disciplinary action in line with employment law.
- Where disciplinary action is taken against teaching staff, mandatory reporting requirements to the Teaching Council will be followed.
- Complaint findings will inform the preschool's ongoing quality improvement and service review.
- Complaint documentation will be securely stored for seven years.

Complaint Flowchart:



If required, the **Ministry of Education** can be contacted directly.
Ministry of Education Regional Office - Lower Hutt (04) 463 8699
For more information, visit www.minedu.govt.nz

Legislative Alignment:

This procedure meets requirements under:

- Education (Early Childhood Services) Regulations 2008 – Regulation 47
- Licensing Criteria for Centre-Based ECE Services – GMA1

Implementation:

- This procedure is included in staff induction, employment agreements, and parent enrolment packs.
- Information on how to make a complaint is displayed on the parent noticeboard and available at reception.
- Staff are reminded of complaints procedures in team meetings, where complaint trends may also be reviewed.



Babysitting/Nanny Policy

Policy Category: Governance, Management & Administration

Regulatory Alignment/Criteria: GMA1, GMA7, GMA10, HS31 - HS33

Purpose:

The purpose of this policy is to ensure clear professional boundaries between staff and families at St Mark's Preschool. This helps protect the safety and well-being of children, maintains trust within our preschool community, and safeguards staff from potential conflicts of interest or misunderstandings.

Policy Statement:

- Staff members of St Mark's Preschool must not provide babysitting, nannying, or other private care arrangements for children who are currently enrolled in the Preschool.
- This policy applies to both paid and unpaid care arrangements that occur outside of Preschool hours.
- This policy intends to preserve professional integrity, avoid any real or perceived conflicts of interest, and maintain the preschool as the primary environment of care and education for enrolled children.

Rationale:

- Professional boundaries help to ensure all children and whānau are treated equitably.
- Babysitting or nannying could create situations where confidentiality, professional standards, and accountability are compromised.
- This policy aligns with **Child Protection policies**, ensuring that all care for enrolled children remains within the regulated and monitored environment of the Preschool.

Existing Arrangements

- Where private babysitting or nannying arrangements **were established before this policy was introduced**, staff must:
 - **Inform the School Management in writing** of the arrangement.
 - Ensure that this arrangement is **declared and managed in line with their individual employment contract**, particularly concerning holding a second job.
 - Acknowledge that these arrangements are **private agreements between families and staff** and are **not endorsed, monitored, or insured** by St Mark's Preschool.

Procedures:

1. New Arrangements

- From the date this policy takes effect, no new babysitting or nannying arrangements with currently enrolled children may be entered into by staff.

2. Existing Arrangements

- Staff must notify the Assistant Principal in writing of any pre-existing arrangements within **10 working days** of this policy's introduction.
- The Assistant Principal will record these notifications and confirm they are managed in line with the staff member's employment contract.

3. Accountability

- Families and staff must understand that babysitting or nannying outside of Preschool hours is a **private matter** and is not the responsibility of St Mark's Preschool.
- St Mark's Preschool accepts no liability for any outcomes of such arrangements.

Staff Awareness

- All staff will be informed of this policy during induction and reminded at staff meetings when necessary.

Whānau Awareness

- Families will be made aware of this policy during enrolment. It will be included in the **Parent Handbook** and displayed on the **Preschool noticeboard**.

Managing Requests

- If a parent/whānau member approaches a staff member about babysitting or nannying, staff must politely decline and explain that Preschool policy does not allow private care arrangements for currently enrolled children.

Former Children

- Staff may babysit or nanny for children who are **no longer enrolled** at St Mark's Preschool, provided there is no conflict of interest with their professional role.

Breach of Policy

- Any breach of this policy will be taken seriously and managed in line with **staff disciplinary procedures**.

Review

This policy will be reviewed every three years, or earlier if required, to ensure it continues to reflect best practice and supports the values of St Mark's Preschool.

Last Reviewed: September 2025 / **Next Review:** October 2028



Late Pick-Up Policy

Policy Category: Governance, Management & Administration

Regulatory Alignment/Criteria: GMA1–GMA3, HS33 - HS34

Rationale:

St Mark's Preschool is licensed to operate from **7:30am – 5:30pm daily**. Parents/whānau are required to collect their children by their booked finish time (either **3:00pm for School Day** or **5:30pm for Extended Day**).

Late pick-ups place additional stress on staff, impact compliance with licensing requirements, and create operational costs. For these reasons, a late fee will be charged where children are not collected on time.

This policy is linked to Te Whāriki – The New Zealand Early Childhood Curriculum, particularly the Well-being | Mana Atua strand, Goals 2 & 3, which emphasise that children should:

- Experience an environment where their emotional well-being is nurtured.
- Be kept safe from harm.

Procedures:

1. Communication

- If parents/whānau know they will be late, they must phone the Preschool on **022 093 5972** to advise staff and confirm their plan for collection.
- If a child is not collected by their booked finish time, staff will attempt to contact the parent/caregiver immediately.
- If no contact is made, staff will then phone the emergency contacts listed on the child's enrolment form.
- **Under no circumstances** will staff remove a child from the Preschool premises.

2. Supervision

- At least two staff members will remain with the child until they are collected.
- Children will be supported emotionally and reassured while waiting.

3. Repeated Late Pick-Ups

- If late collection becomes repetitive, staff will notify the **Head Teacher of Preschool or Assistant Principal**, who will arrange a meeting with the family to discuss the situation and agree on next steps.

Late Fees

- A late fee will be charged **per child** if collected after the booked finish time.
- Fees are applied as follows:
 - **School Day Scheme (7:30am–3:00pm):** \$10 automatic charge applies from **3:01pm**, plus \$1.00 for every additional minute late.
 - **Extended Day Scheme (7:30am–5:30pm):** \$10 automatic charge applies from **5:31pm**, plus \$1.00 for every additional minute late.
- The **sign-out time on the electronic tablet** (Discover system) will be used to determine lateness.
- Late fees will be added automatically to the family's **Sundry Account** in Discover.
- A Late Pick-Up Report will be emailed to parents/whānau at the end of each month and must be confirmed and acknowledged by them. A copy will be kept on record.

Review

This policy will be reviewed every two years, or earlier if required by changes in the Ministry of Education Licensing Criteria or Preschool procedures.

Birthday Celebration Policy

Policy Category: Governance, Management & Administration

Regulatory Alignment/Criteria: GMA3, HS19, HS22, C6

Purpose

The purpose of this policy is to provide a clear and consistent approach to celebrating birthdays at St Mark's Preschool. We aim to honour each child's special day in a way that is inclusive, safe, and aligned with our commitment to healthy practices and the wellbeing of all children.

Policy Statement

At St Mark's Preschool, we will celebrate birthdays in a way that promotes health, inclusiveness, and joy without the need for cakes, sweets, or party bags. This approach ensures that all children can participate in safe and meaningful birthday celebrations.

Issue Outline

Traditionally, birthdays are often celebrated with cakes, sweets, and party bags. While these are well-meaning gestures, they can create several challenges within the Preschool environment:

- **Health and Safety:** Risks related to food allergies, intolerances, and dietary restrictions.
- **Healthy Habits:** The importance of promoting nutritious food choices consistent with Ministry of Health guidelines.
- **Equity and Inclusiveness:** The potential for unintended pressure on families to provide cakes, sweets, or party favours, which may not be feasible for everyone.

Guidelines

- **No Cakes or Sweets**
 - Families are asked not to send cakes, cupcakes, lollies, or other sweets to Preschool. This helps us promote healthy eating habits and ensures the safety of children with allergies
- **No Party Bags or Goodies**
 - Families are also asked not to bring in party bags, treats, or gifts for the class. This is not a Preschool tradition and may create unnecessary pressure on other families
- **How We Celebrate at Preschool - Birthdays are celebrated through Preschool traditions that make each child feel valued and special, including:**
 - Wearing a birthday hat or crown
 - Blowing out candles on a playdough "birthday cake"
 - A group celebration led by teachers and peers

Alignment with Licensing Criteria

This policy is consistent with the Ministry of Education Early Childhood Education Licensing Criteria:

- HS19 (Health and Safety): Food served is safe and suitable, with attention to allergies and dietary needs.
- HS22 (Food and Drink): Healthy eating practices are promoted in line with *Food and Nutrition Guidelines*.
- C6 (Curriculum): Celebrations support inclusiveness, belonging, and respect for all children.
- GMA3 (Governance, Management, and Administration): Policies and procedures ensure consistent practice and clear communication with whānau.

