

Early
ADVENTURES

A stylized icon of a sailboat with three sails (two teal, one brown) and a brown hull, with two birds flying above it.

Parent handbook

Introduction

Dear Parents, caregivers and whānau.

Welcome to the centre. This hand book provides you with detailed information regarding the centre. Included is important information and policies for your reference. Please ask if there is any more information you need.

Your child's first days

It is important to us that you and your child feel as comfortable as possible before you leave your child with us for the day. We encourage you to discuss with our staff your child's personal needs and develop a transition plan. We ask that parents visit the centre with their child several times in the fortnight prior to their official start day. This is so your child can begin to learn the routines, meet new friends and become familiar with our teachers. Parents are welcome to stay at the centre observing or participating. When you do leave please remember that it is important to say goodbye to your child and tell them when you will be back. It is very distressing to a child when a parent disappears without saying goodbye. Please feel free to phone the centre to check on your child and be assured that if your child is distressed or not coping, we will let you know.

What to bring?

- Two sets of named spare clothes
- Extra underwear if your child is toilet training
- Child's special toy or comforter
- Sun hat/warm winter hat
- During summer please ensure your child has clothing that covers their upper arms and shoulders, and provides maximum sun protection.
- Medication if needed. Please hand this to a staff member and fill in a medication form. Retrieve from a staff member at the end of the day. Medicine may not be stored in children's boxes / bags.

Meals

Your child will be provided with nutritious home cooked meals and snacks during the day. Water will be available to children at all times. Please do not send any food with your child as this could put another child with food allergies at risk. The daily menu is displayed in the foyer.

Key information

- Please note that your child will get messy while playing and learning here at Early Adventures, so we ask that you dress your child in old clothes.
- Remember only the contacts you have named on the enrolment form are able to pick up your child, and this must be updated in writing when there are any changes.
- Our teachers are here to help. Feel free to ask questions or raise any concerns. No matter how small the issue, just ask.
- Remember to sign your child in and out at the beginning and end of each day.
- Please update your contact details when you move house or change phone numbers. It is important that we can always contact you.
- Your child will be able to sleep at Early Adventures if required and will be provided with their own sleeping linen. Rest periods are promoted as they give children the opportunity to relax and gather their thoughts and strength for the remainder of their day.
- Staff will apply sunblock to your child twice a day when required.
- Please try to leave your child's toys at home with the exception of a special comfort toy.

- Your child's individual portfolio records your child's learning and development. It outlines the New Zealand Curriculum Framework Te Whariki, and the assessment for learning process. Be sure to check it regularly and take it home to read with your child and share with other family members.
- Fire evacuation drills are carried out once a month and earthquake drills are done at least every three months.
- The centre will be closed for approximately two weeks over the Christmas period.
- Please only park in the centre car park not on the road. Enter and exit the centre using the main entrance way.
- Please give us two weeks' notice if you wish to change your child's days.
- A car seat is available at the centre to borrow. If you ever forget yours, just ask.
- Our financial report will be available to view in the foyer.
- Please do not take photos of other children at Early Adventures and do not post photos of children at the centre on social networking sites. This is to protect everyone's right to privacy.
- The Early childhood services Regulations (2008) and the Licencing Criteria for Early Education

and Care Centres (2008) are located in the foyer for you to read.

- Our most recent Education Review Office report regarding our service will be on display in the foyer.
- These documents and more information can be found online as well at www.education.govt.nz and www.ero.govt.nz

Our philosophy

At Early Adventures we recognise Māori as tāngata whenua and New Zealand's dual heritage. We are committed to upholding the values of Ti Tiriti o Waitangi. Te reo (the language), te Ao Māori (the Māori world) and tikanga (practices and behaviours) will be woven through, and embedded in our daily curriculum.

Kaiako/teachers place a great emphasis on whanaungatanga, building meaningful relationships with tamariki and their whānau/families. We believe whanaungatanga/relationships are crucial to children's learning. These relationships enable children

to feel safe, respected, and valued, enabling them to learn and develop to their full potential.

We have an open-door policy and invite parents/whānau to spend time at the centre getting to know our kaiako and sharing information with us to support their children's learning journey. We believe it is important to understand and support parents and whānau values, beliefs, and aspirations for their tamariki. In partnership we will work together to ensure successful learning outcomes for all tamariki and they will know they have a place and belong here at Early Adventures.

Kaiako provide a curriculum that is play based and follows the children's lead. We strive to provide all children with high quality care within a nurturing, learning environment. Kaiako provide a curriculum that is inclusive for all learners.

To support children's individual learning journeys, kaiako will provide a curriculum that provokes interest, engagement, and sparks curiosity. We endeavour to ensure that the daily curriculum provides opportunities for tamariki to continue to develop empathy, resilience, independence, and confidence. The Māoritanga principle of manaakitanga is also visible in our daily curriculum. Being kind, caring, respectful, and helpful to each other are social skills that are greatly valued here. Our tamariki will develop in to

enthusiastic, competent, and confident learners who are provided opportunities to build on their social and emotional development.

We value opportunities to learn about our wider community, and regularly explore our local neighbourhood, going on excursions to our local parks, school, beach, and bush walks.

These excursions and our curriculum will support tamariki to build knowledge and understanding regarding our responsibilities as kaitiaki of our environment, ensuring together we create a sense of responsibility for the living world, and developing knowledge about how to care for our place, our community, our land, and our planet.

Our philosophy is guided by Te Whāriki, New Zealand Early Childhood curriculum document and also educational philosophies and current research. Kaiako are committed to continuing our professional learning and development as we value our role in children's learning journeys.

“Childhood is a journey not a race”

Anon.

Learning at Early Adventures

Research shows that young children learn best by exploring in an environment carefully designed to promote their learning. Children need to make choices, be creative, and investigate. Children's interests and ideas are supported by highly skilled educators. Kaiako work alongside your children, discussing what they are doing and supporting children to extend their current knowledge and thinking. During play children are constantly discovering many concepts that form the basis for later learning in literacy and numeracy. Holding a pencil and drawing is one way to begin writing, matching things up and sorting things is the beginning of maths. This type of learning happens in all areas of the centre. Our early childhood educators believe that play should be highly valued because while children are engaged in meaningful play they learn many life skills and values such as team work, problem solving, and tolerance of others. Kaiako work together with local primary schools to ensure children are well prepared for starting school.

How you can be involved

A partnership with parents and whānau is essential to providing children with excellent learning opportunities and high quality care and education. These are ways that you can be informed about the centre and get involved.

- Check your child's portfolio for new learning stories and write some of your own stories about something you have done at home. Fill in the parent feedback forms.
- Read the wall displays to see what has been happening. Parents can contribute to these by talking to our kaiako or sending us an email.
- Communicate daily with staff about your child's day and share information.
- Read the centre newsletters and join our Facebook page.
- Book a parent interview with kaiako for a formal opportunity to discuss your child, if you would like to.
- Give feedback and contribute to our self-review topics and policy review. These will be displayed in the entrance way.
- Attend centre events and celebrations.
- Bring in recyclable materials for children to use.

- The centre email address can be used to communicate with teachers and management.
- Spend time at the centre with your child or share something with the children such as a special talent. (A dance, musical performance, police car etc.)
- Let us know if there is something special happening at home: a new baby, grandparent coming to stay, an upcoming trip etc, so we can encourage your child to tell us about it.

Policies

Early Adventures is guided by many operational policies that are updated every one to two years. Included in this guide are our key policies that you should read and become familiar with. Our full policy and procedures folder is available for you to view in the foyer area. Please see the centre director if you have any questions about our policies.

Emergency procedures

Rationale: In the event of an emergency centre staff are prepared and our children are kept safe. Action plans and drills will ensure that this is possible.

Objective: To have well established plans that ensure we can manage emergency situations.

- All staff read our emergency plans and receives emergency training from the Centre Director as part of our induction process.
- If the Centre Director is absent in an emergency the 'person responsible' will assume responsibility for all decisions made in an emergency situation. This means that the first permanent qualified teacher on site will be 'person responsible' until after the children have had lunch and the closing permanent qualified teacher on site will be 'person responsible' until the centre closes. The role of all staff and relievers is to listen and follow instructions given by the person responsible.
- All parents are provided with a Centre handbook that outlines our emergency plans upon enrolment.
- A transportable evacuation kit is kept at the Centre and is checked every six months by the person the Centre Director nominates each year.
- Civil defence items are kept on site for everyone at the centre to last for one to three days and are in accordance with Civil Defence Guidelines and Early Childhood Services Emergency Planning Guidance Civil Defence Emergency Management Best Practice Guide.
- Fire drills are practiced every month.
- Earthquake drills are practised at least every three months and documentation and review of these is undertaken.

- Tsunami and lockdowns will be practised once every six months.
- If the centre is evacuated to a different location parents and caregivers will be required to fill in the child release form when collecting their child.
- Early Adventures reserves the right to close the centre in the event of a public health emergency.

Procedure for evacuating in an emergency

If the building appears safe and sound following an emergency event, there is no need to move. In fact, staying in place may be the best option for working with frightened children. But common sense and judgement should be applied, if there are large visible cracks or water is flooding in, the ECE service is within a known tsunami evacuation zone so it may be important to leave the centre quickly.

If the decision is made to move the staff and children to an emergency shelter or a temporary emergency location, the main actions staff will have to do, are:

- Assemble the children and retrieve children's daily roll.
- Ensure all children and staff are adequately clothed and have footwear if possible.
- Evacuate all persons in a calm and orderly manner.
- Collect evacuation kit,
- Retrieve other emergency resources and supplies (civil defence kit, medications, mobile phone, emergency contacts).
- If possible, turn off all appliances, services and secure the premises.
- Place a clear note in a window close to the entrance, advising of the ECE service's destination for any parents or custodians arriving later.
- Assemble at Orewa Beach Primary School or Orewa Primary School in the event of a tsunami.

- Listen to the radio for advice and for information on what is happening in the wider community.
- Reassure staff and children.
- All staff members are to stay with the children.
- Administer any first aid needed.
- The Centre Director will have a cell phone and will contact children's parents while the other teachers reassure children. Teachers will have personal cell phones that could be used in an emergency and we have a power bank in the emergency kit that can be used to recharge cell phones.
- If possible, the Director will send an email (if there is power) / text alerting parents to our evacuation and current location.
- If a child is not picked up after an emergency situation The Police and/or Child Youth and Family must be consulted.

Fire Emergency Evacuation Scheme

Key Centre Details, Fire Drills, and Emergencies

Address : 26 Elizabeth Street, Orewa, Auckland

Maximum # Over 2's : 34 (with 6 teachers)

Other staff: 1 x Cook

Assembly point: By exit gate, south western corner of western outdoor play area. Alternate is car park area adjacent to western outdoor play area.

Training Frequency: Induction of new staff and with fire evacuation drills

Fire Drills: 3 Monthly

All Occupants

- Warn occupants in the immediate area if a fire is discovered
- Operate the nearest fire Alarm manual call point (red box with break-glass panels).

- Evacuate the building and go to the assembly area next to exit gate in the Western outside play area.
- Report to Centre director, or person responsible, all relevant information regarding the fire.
- Person Responsible to call 111 and ask for Fire. Report the name and address and nature of the fire.
- Do not attempt to re-enter the building until the all clear has been given by the fire department or the centre director/ person responsible.
- Do not attempt to extinguish the fire unless you have been trained to do so.

Teachers

- Operate the nearest Alarm point if Alarm is not already sounding.
- Escort the children to the Western Exit door.
- Check as they leave the building that all Children, staff and visitors are out of the building and close doors (do not lock).
- Latch open security handle on inner door for Fire and Emergency access without door code.
- Ensure all rooms are checked, including office, staffroom and toilet areas, and check any areas children may get into during play eg under tables, playhouses etc.
- Escort the children out of the building in an orderly fashion to the assembly point in the western outdoor play area.
- Report to the Centre Director/ person responsible at the place of safety to confirm clearance of all rooms.
- Teachers Outside ~ Gather children together and move to the assembly point in the outdoor western play area. If in the eastern

play area move the children to the assembly point via the car park.

At the Assembly Area

- All staff are to ensure that the children are contained in the assembly area.
- Roll call is undertaken to ensure everyone is accounted for.
- All staff, children and visitors are to remain at the assembly area until the all clear has been given by the Fire Department or Centre Director/Person Responsible.
- If required to move by the Centre Director/ Person Responsible or Fire Department, ensure all children are quickly and safely walked to the area indicated via the exit gate in the western outdoor play area.

Centre Director or Person Responsible

- Put on Hi-vis jacket
- Check rooms/area they are in is cleared, if safe to do so, as they leave the building
- Retrieve daily roll and contact register from foyer if safe to do so.
- Proceed to the Assembly area in the western outdoor play area.
- Ensure that 111 call to fire and emergency has been made.
- Receive reports from other teachers
- Undertake roll call of staff, children and visitors
- If there is a risk to others from smoke or fire, move all staff and children to the car park area adjacent to the western area exit gate. Ensure driveway is clear for emergency vehicles.

- Liaise with Fire and Emergency on their arrival and inform them of the state of evacuation and any information on the fire.

Procedure for Earthquake Evacuation

- All staff and children are to be familiar with the Civil Defence "Turtle Safe" video content. Refer to Annex Nine of Ministry of Education Emergency Planning Guide.
- Staff will call 'earthquake' to signal the beginning of an earthquake.
- Staff and children stay where they are and drop, cover, hold. If inside get under a table, or in a doorway. If outside move away from the building and trees.
- Adopt turtle position (knees together, hands clasped firmly behind head, bury face in arms, protect head, and close eyes tightly). Refer to video "Tommy the Turtle".
- Remain in building until the all clear is given by the Centre Director or 'person responsible'.
- Check for hazards and decide whether it is safer in the building or to evacuate, remembering that in a civil emergency it is likely unknown hazards can be more numerous outside the Centre than inside.
- On evacuation, remain calm and evacuate children and staff.
- The Centre Director will take the children's register and evacuation kit as well as centre mobile phone, civil defence kit & medications.

- Assemble in a safe area (playground).
- Undertake a head count of all staff and children.
- Tune into radio station for further direction.
- Move to local civil defence post (Orewa Beach Primary School). A map is provided in the emergency planning folder.
- If 1 child is not picked up after an emergency situation The Police and/or Child Youth and Family must be consulted.

Procedure for a Lockdown

Pre-lockdown

If the police phone to instruct us to stay indoors staff will:

Roles and responsibilities:

Centre Director is Person in Charge. If absent, the permanent registered teacher opening the centre until after the children have had lunch and the permanent registered teacher closing the centre after the children have had lunch. Person in Charge allocates roles and responsibilities.

Person 1: Lock all doors and windows. Put 'No entry sign' for inside of door (parents) in draw in foyer. TV monitor off. Close curtains and blinds downstairs. Turn off lights. Close doors after everyone has moved upstairs.

Person 2: Collect the roll. Gather the children from outside and all rooms and take them upstairs to the staffroom, stairwell and office (allowing children and teachers to have enough space). Remain low to the ground. Settle children. Remain as quiet as possible.

Person 3: Close all curtains and doors upstairs. Lights out. Settle children.

Person 4: Use white washing basket to gather anything that may be needed: medication, nappy change pad, centre mobile, emergency list and Evacuation bag (contains nappies, spare clothes, blankets)

All staff and people present move to staffroom.

Communication – Responsibility of Person in Charge

External – Police, MOE, Civil Defense, Fire, Orewa Beach School
Parents, whanau – text, phone, email

The office phone must be kept free for communication, turn on centre mobile phone. Staff with mobile phones should ensure they are turned on, and should check them frequently for messages, but have this on silent or vibrate only.

- NO ONE is to answer the door under any circumstances.
- Staff should take a head count and detail the name of each child and teacher in the room.
- Should the fire alarm sound, do not evacuate the building unless:
 - a. You have first hand knowledge that there is a fire in the building, or
 - b. You have been advised by the Police or the person in charge to evacuate the building.
- Staff and children should stay where they are until official notification is provided by the person in charge or an identified police officer that the lockdown is over.
- Where the lockdown lasts for an extended period of time or extends beyond normal centre hours, the person in charge should notify parents via text and email with the assistance of the police.
- In conjunction with Police, the Person in Charge should arrange for parents to pick children up from the centre at a designated safe place.

Procedure for Tsunami

- If you have little warning if any, take all children upstairs
- If there is 15-20minutes warning time immediately evacuate all children
- Take the evacuation backpack, children's daily sign in sheet, centre mobile phone
- Walk past Orewa Beach Primary school and continue on to Orewa Primary school.
- Assemble at Orewa Primary school and begin to phone the children's parents.
- When children are picked up parents must sign their children out.
- If a child is not picked up after an emergency situation The Police and/or Child Youth and Family must be consulted.

Procedure for Volcanic Eruption and Sheltering at the centre

- Close the building. Use reverse evacuation procedures to bring children, visitors and staff to the predetermined locations (interior rooms where possible, away from glass and external windows).
- Close and lock all windows, exterior doors, and any other openings to the outside.
- Close window shades, blinds, or curtains if there is danger of explosion.
- Turn off all fans and heating and air conditioning systems (to prevent the circulation of fumes and volcanic ash).
- Gather essential emergency resources and supplies.

- Call emergency contacts.
- Seal all cracks around the doors and any vents into the room with duct tape and plastic sheeting (heavier than food wrap).
- Write down the names of everyone in the room and notify emergency services.
- Listen for an announcement from emergency services via portable radios, phones and stay where you are until you are told that it is safe to leave.
- If a child is not picked up after an emergency situation The Police and/or Child Youth and Family must be consulted.

Emergency radio frequencies

National Radio.....FM 101.4 OR AM 756

Newstalk ZB.....FM 89.4

Classic Hits.....FM 97.4

MoreFM.....FM 91.8

Radio Live.....FM 100

Complaints' procedure

Rationale: Parents and whanau are aware of how they can raise concerns about any aspect of the Centre with staff and management. Parents concerns are acknowledged and are taken seriously.

Objective: All staff and parents know that there is a formal procedure to raise complaints.

Procedure:

- Any issue a parent has should be raised with the staff member involved first as misunderstanding a situation is very common.
- If the complaint is still not resolved or the parent feels it is more appropriate to contact the Centre Director they are welcome to do so.
- The complaint can be given in writing or verbally. Delani Meyer can be contacted on 09-9475010. If the complaint involves the Centre Director Jocelyn Ingram is the centre contact person.
- The Centre Director will keep a record of any complaints and action required and confidentiality will be maintained if appropriate.
- The issue will be addressed as soon as possible (within 3 working days).
- The Centre Director will meet with the parent to discuss the complaint further along with any resulting action.
- If the complaint is still unresolved the parent may choose to contact the local Ministry of Education branch Email enquiries.auckland@minedu.govt.nz. Phone (09) 632 9400 | Fax (09) 632 9401. Or visit www.minedu.govt.nz for more information.

- The privacy officer at Early Adventures is Delani Meyer. It is her responsibility to;
- * Use information collected for the purpose it was collected for.
- * Ensure personal information is securely stored.
- * Ensure information collected is accurate.
- * Make available to people personal information held about them.

Excursions

Rationale: We recognize the importance of providing a variety of experiences. Planned or spontaneous excursions stimulate children's understanding and awareness of our community. It is essential that these excursions are planned for and carried out in a manner that promotes safety for any teachers and children involved.

Objective: To ensure we are prepared for excursions and that they can be a regular part of our program.

Procedures:

- An assessment of risk involved in spontaneous regular trips will be carried out and reviewed at least every six months by the centre staff and Director.

- Parents can give permission for their child to participate in spontaneous walks and excursions into the local community on their child's enrolment form.
- There will be a minimum of 2 staff on any excursion, with one holding the position of Person Responsible. At least one staff member attending any excursion will hold a current first aid certificate.
- Spontaneous trips will include the beach (no swimming), bush walks, going to the park, visiting the local school, shops and library.
- Staff will notify parents via a book ('Record of Excursion') next to the daily sign in sheet when children participate in spontaneous trips.
- Staff will decide with input from parents/children/whanau as to the attendance of children on our spontaneous trips to ensure equal opportunities are provided.
- Staff will keep a record of all trips. This will include who participated, the set route as per the 'Excursion risk management', the reason for the trip, person responsible for approving the trip and where the children went (see 'Record of Excursion' book).
- All spontaneous regular outings will need to be approved by the Centre Director or the person responsible prior to the outing.
- The centre must have a person responsible on site at all times and adult to child ratios must be able to be maintained at the centre.
- Staff will take a cell phone, first aid kit, children's medication, water and any other supplies required.
- Staff will follow a set route to the destination.
- Adult to child ratios (ages 2 – 5) will be maintained at all times (at least 1:5)

- Planned trips will require additional permission slips and assessment of risk prior to the centre management approving the trip.
- Children will not be able to travel in a vehicle with staff unless prior approval has been given by a child's parent.
- The only exception to this rule is in a medical emergency. The Centre Director or person responsible may ask staff to take a child to seek medical help. Two staff members would be required to go. At least one staff member will be qualified. The child will be restrained in a car seat, with the second staff member monitoring the child's health and well-being. The driver of the vehicle and the vehicle must be fully licenced. Staff to child ratios must be maintained at the centre.

Child and adult health policy

Rationale: To do our best to prevent the spread of infectious disease and ensure that child and adult health and wellbeing are promoted.

Objective: To prevent children and adults from harm and infectious disease.

Reference: Education (Early Childhood Services) Regulations 2008.
Regulation 46, Criteria HS26 – HS30.

Procedures:

- Standard precautions such as hand washing, coughing into elbow and immediate wiping of children's noses and disposal of tissues are maintained. All staff are responsible for monitoring this and maintaining high standards.

- Sleeping children's beds are set up in such a way that sufficient air movement is allowed to minimise the risk of spreading illness.
- Play dough can only be used for one day and then thrown away.
- Any sores and weeping cuts, spots and scratches are to be covered at all times and children will be encouraged not to scratch or pick at them. If these wounds cannot be covered the child or staff member should stay at home until they have healed.
- Children and adults who are sick are not to be present at the centre. This includes but is not limited to common cold, vomiting, diarrhoea, high temperatures, conjunctivitis, head lice, impetigo, chicken pox, hepatitis A&B, measles, meningitis, mumps, ring worm, whooping cough, salmonella, streptococcal and any other infectious illness, as per The Ministry of Health's infectious diseases publication (copy displayed in bathroom for easy reference). These guidelines will be used to determine when it is safe for the child to return to the centre.
- Children and staff must not return to the centre for at least 48 hours after a child's last bout of vomiting or diarrhoea.
- Any adult who is not believed to be physically or mentally healthy enough to be around children will be asked to leave the centre.
- The Centre Director or other 'person responsible' can use their discretion to ask for a child not to be dropped off if they notice the child to be unwell or collected if they feel it is necessary and in the best interests of the child. The Centre does not allow any child to attend if they have a contagious or communicable disease and may require medical clearance from their doctor before returning to the centre.
- This could be due to other possible signs of illness such as a rash, difficulty breathing, and unwillingness to participate in normal activities, or persistent crying.

- Staff and children who become ill while at the centre will be allowed to leave immediately or if necessary, stay in isolation until family or their emergency contact arrives to collect them.
- Sick children will be regularly monitored. If staff observe such things as lowered activity, temperature fluctuation, sleepiness, green runny mucus in the nose and coughing, complaints of sore throat or diarrhoea and vomiting the Centre Director will be notified.
- If necessary, the child's parent will be contacted and requested to collect the child. An infectious child with fever, vomiting, diarrhoea, a rash or discharge from the eyes will be isolated and put on a bed and supervised by a staff member in the office upstairs.
- Staff will give immediate first aid, e.g. Keeping child cool by sponging with tepid water and giving plenty of water to drink.
- A local doctor will be consulted if staff have serious concerns about a child and their parents or emergency contact has not arrived at the centre. An ambulance will be called if it is necessary.
- The Centre Director or 'person responsible' may ask staff to take a child to seek medical help. Two staff members would be required to go. At least one staff member will be a 'person responsible' and hold a first aid qualification. The child will be restrained in a car seat, with the second staff member monitoring the child's health and well-being. The driver of the vehicle and the vehicle must be fully licenced. Staff to child ratios must be maintained at the centre.
- The staff member will record and sign the accident and illness form and record action taken and time child was collected from the centre.
- Parents will be notified of infectious diseases that have been present in the centre so they are able to monitor their children for sign and symptoms. If a child has decreased immunity from

disease parents may choose to keep their child at home until the risk of contracting an illness is reduced.

- If a child has consumed a poisonous material or plant the National Poison Centre will be contacted immediately for advice on 03 4747000. This number will be displayed on the First Aid kit.
- This policy and a list of contagious diseases and recommended exclusion times will be provided for parents upon enrolment.
- Staff will contact the public health service for information and advice if required.

Infectious Diseases

Disease/ Infection

Campylobacter

Chickenpox

Conjunctivitis
(Viral or bacterial)

Cryptosporidium
Giardia

Gastroenteritis
(Viral)

Glandular fever

**Hand, foot and
mouth disease**

Hepatitis A

Hepatitis B

Impetigo
(School sores)

This disease is spread by ...

Undercooked food, pig, chicken and meat; food/water contaminated with faeces from infected person or animal. Direct spread from infected person or animal.

Coughing and sneezing. Also direct contact with weeping blisters.

Direct contact with discharge from the eyes or with tears. Also contaminated by the discharge.

Food or water contaminated with faeces from infected person or animal. Direct spread from infected person or animal.

Food or water contaminated with faeces from infected person or animal. Direct spread from infected person.

Transfer of saliva.

Coughing or poor hand washing. Direct spread from an infected person.

Food or water contaminated with faeces from infected person. Direct spread from infected person.

Close physical contact with the blood or body fluids of an infected person.

Direct contact with discharge from infected skin.

Time between exposure and sickness

1–10 days,
usually 2–5 days

10–21 days,
usually 14–16 days

24 hours–12 days

Cryptosporidium 1–15 days,
average about 7 days.
Giardia 3–25 days,
usually about 7–10 days

1–3 days

4–6 weeks

3–5 days

15–50 days,
usually 28–30 days

6 weeks–6 months,
usually 2–3 months

Usually a few days,
variable

Early signs

Stomach pain, fever and diarrhoea

Fever and spots with a blister on top of each spot

Itching and redness of eyes. Sometimes there is a discharge

Stomach pain and diarrhoea

Vomiting, diarrhoea and fever

Sore throat, swollen glands in the neck, fever. Vague ill health for some time

Fever, rash on soles and palms and in mouth. Flu-like symptoms

Nausea, stomach pain, general sickness. Jaundice a few days later

Similar to Hepatitis A

Scabby sores on exposed parts of body

How long is the child infectious?

Until well, and possibly several weeks after

From up to 5 days before appearance of rash until lesions have crusted usually about 5 days

While there is a discharge from the eyes, the child is infectious

Until well, and possibly several weeks after. *Giardia* can be cleared by medication

While vomiting and diarrhoea last, and up to 8 days after illness starts

Prolonged – possibly for one year or more

While the child is unwell and possibly longer, because virus is excreted in faeces for weeks after

From about 2 weeks before signs appear until 1 week after jaundice starts

Blood and body fluids may be infectious several weeks before signs appear, until well and for up to 6 weeks after people are infectious for years

Until 24 hours after treatment with antibiotics has started or until sores are healed

Exclusion of child from kindergartens, schools, etc

Until well with no further diarrhoea

For one week from date of appearance of rash

While there is a discharge from the eyes

Until well with no further diarrhoea

Until well with no further vomiting or diarrhoea

Until well enough to return

While the child is feeling unwell. Unnecessary if the child is well

7 days from the onset of jaundice

Until well

Until 24 hours after treatment has started

For further information contact:
Your Public Health Nurse

Your Public Health Service

* www.health.govt.nz www.hpa.govt.nz
† www.health.govt.nz www.hpa.govt.nz

Positive guidance and Social-competence policy

Rationale: At Early Adventures teachers will encourage children to build their social and emotional competence.

Objective: Each child is treated as a unique individual and their behaviour will be gently guided by respectful teachers who use effective strategies to promote positive behaviour (see three basic limits on behaviour below). We endeavour to provide a consistent, warm and welcoming environment in which families feel a sense of belonging and involved.

Procedures:

Positive guidance and Social Competence policy

- Teachers understand the importance of developing positive relationships with children and whānau.
- Teachers redirect undesired behaviour by offering a child another activity. For example, reminding a child that they can throw balls outside rather than inside.
- Teachers focus their language and conversations around what they would like children to do, actively coaching prosocial skills and praising positive behaviour.
- Teachers will use the tactic of ignoring for minor behaviours when appropriate e.g. fussiness, grumpiness, irritable
- Promote alternatives and problem-solving strategies such as taking turns and empower children to come to decisions and resolutions themselves instead of imposing or deciding on the outcome for them.
- Teachers will show / explain to the child the consequences of their actions and support them in understanding the feelings of others to enable children to understand empathy

- Always give clear and reasonable instructions and expectations before events begin.
- Provide children with simple explanations as to why their behaviour is not desirable.
- Teachers are to be consistent with children when dealing with inappropriate behaviour.
- Children will be encouraged to develop and review their own 'rules' for the centre through discussions and conversations with them at group time and this will be displayed for them to revisit.
- If a child's behaviour is upsetting or endangering other children these are signs the child is distressed and may need one on one time with a teacher in the learning environment before they are ready to re-join their peers and play.
- Teachers are to consider all reasons for a child's negative behaviour and the child's individual needs. If they are tired, thirsty or hungry, a teacher will attend to that need.
- Teachers are to be calm and respectful of children at all times and uphold their dignity.
- Teachers will work closely with parents/caregivers and communicate with them to keep them informed when inappropriate behaviour is occurring.
- When extremely inappropriate behaviour occurs parents are informed of the situation as soon as possible and what the outcomes of the situation/event were.
- If a child's repeated behaviour is causing concern to teachers a behaviour plan will be put in place in consultation with parents, whanau and any relevant external organisations. This is not viewed as a last resort but a pathway for identifying what a child's needs are..

- Teachers will protect the identity of children as much as possible when discussing behaviour and centre incidents.
- Teachers will be provided with professional development opportunities to expand and update their knowledge and skill with child guidance techniques.

Our three basic limits on behaviour are:

- A child may not hurt another person or him or herself.
- A child may not disturb another person's work.
- A child may not damage or misuse property or equipment.

Inappropriate practice for adults working with children includes:

- Inflicting verbal or physical punishment
- Isolating children
- labelling children with derogatory words
- shaming or comparing children
- Ignoring serious unacceptable behaviours
- Physical restraint will not be used except as necessary to ensure a child's safety or that of others, and then only for as long as is necessary for control of the situation. Any staff observed or accused of any of these practices may be suspended or given leave until an investigation has taken place.

Early Childhood Service Regulations 2008 Clause 52

Child protection policy

Rationale: The safety and wellbeing of all children is imperative. The management and staff of Early Adventures will ensure that children are kept safe from harm and will work to reduce the risk of emotional, physical and sexual abuse and neglect.

Objective: The following protocol and guidelines will assist centre staff and management in dealing with child abuse and neglect.

Procedure for preventing child abuse:

- The Centre play spaces are designed so that children can be easily supervised.
- Parents are encouraged to visit the Centre at any time.
- Children will only be allowed to leave the Centre with adults nominated on the child's enrolment form.
- If any person outside of the nominated enrolment form is to collect your child then this needs to be put in writing before collection and they need to provide photo ID before the child is able to leave.
- Permission from parents is required for children to participate in Centre outings.
- A complaints procedure is displayed for parents to express any concerns to the Centre Management and lists who to contact if they are not satisfied with the result of their complaint.
- Students and new relievers will not be permitted to be alone with children at any time or to help with toileting or changing nappies.
- Staff members are informed of this policy as part of their induction process.
- Staff members are provided with regular professional development about child abuse signs and symptoms.

- All staff members who are not registered teachers will be Police checked.
- Visitors to the Centre will be closely monitored by staff and will not be left alone with children.
- The front door has a security code that only allows staff and families into the Centre.
- All practicable steps are taken to protect children from exposure to inappropriate material (for example, of an explicitly sexual or violent nature) Reg 46/HS32
- No person on the premises uses, or is under the influence of, alcohol or any other substance that has a detrimental effect on their functioning or behaviour during the service's hours of operation. Any person or staff member suspected of this will be asked to leave the Centre immediately. Reg 46/HS33

Procedure for responding to suspected child abuse:

Abuse can be physical, emotional, sexual, ill-treatment, abuse, neglect or deprivation. Anyone who thinks a child has been, or is likely to be, harmed may report the matter to a social worker or a Police Constable.

This policy recommends that in most cases it will be appropriate to seek help and support from either the Centre Director or alternative contact person.

- Consider the child. Their immediate safety is paramount. If the child is in danger or unsafe, act immediately to secure their safety.
- Listen to the child and reassure them that they did the right thing in disclosing.
- Write down what the child said. Do not formally interview the child. Obtain only necessary relevant facts when clarification is needed.

- Record the context and events you were made aware of surrounding the concern immediately so you do not forget any details.
- Record any comment from other staff present when the suspected abuse or disclosure occurred.
- Do not take photos as this could interfere with Police investigation and be seen as a breach of privacy. It is the role of Police to investigate.
- If the child or young person is not in immediate danger and is not upset re-involve the child in usual activities.
- Get support for yourself from appropriate people and inform the Centre Director immediately of any suspected abuse.
- All allegations will be treated as serious. The Centre Director is responsible for ensuring that all complaints are taken seriously and dealt with effectively.
- The Centre Director will work with staff to record written information on all issues of concern including all factors in our confidential book to be stored in a locked cabinet in the office.
- The Centre Director and/or educators will consult with the Police and/or Oranga Tamariki when it is suspected that a child is unsafe.
- The Centre Director will try to ensure that the identity of staff or parents reporting abuse will remain anonymous.
- All information will be shared with the Police and Oranga Tamariki. This information will be prompt and accurate (as permitted within the law).
- If the Centre Director or an educator has reasonable grounds to believe that a person employed or engaged in the service, or any other person, has physically ill-treated or is likely to abuse a child, or has committed a crime against children; or in guiding or

controlling a child has subjected the child to solitary confinement, immobilization or deprivation of food, drink, warmth, shelter or protection, the Centre Director and the educator must ensure that the person is excluded from coming into contact with the children at the service.

- Any allegations of abuse by an employee will be reported to authorities immediately. If the complaint is about the Centre Director the alternative contact person for the Centre is Jocelyn Ingram.
- After consultation with the Police the employee will be notified. They must not be notified by the same person who made the complaint.
- An employee under investigation for child abuse will be suspended from work while an investigation is completed. Appropriate procedures will be taken to protect the rights of that staff member.
- Where possible support will be made available to those involved in any child abuse allegations.
- The Centre Director or contact person will ensure records are kept of any comments or event relating to the complaint(s) and/or allegation and follow-up action is taken and documented.
- The Police and Oranga Tamariki will decide when to disclose the abuse/complaint with parents of the Centre in consultation with the Centre Director or representative.

For more information please refer to:

Reporting of Suspected Child Abuse and Neglect. Protocol between the Ministry of Education and Oranga Tamariki for Early Childhood Education Services, 2010

How can I tell, Recognizing when a child or family needs help, written by Child Matters www.childmatters.org.nz provides more in depth information about child abuse.

Key Contacts

Oranga Tamariki 0508 326 459 (First point of call)

Ministry of Education – Special Education Traumatic Incident Coordinator
(0800 848326)

Communication with Parents policy

Rationale: Early Adventures recognises the importance of communicating with parents. We aim to make this process simple and effective for parents and whanau. We offer a number of methods in which they are able to gain and share information about their child, the Centre, and the program we offer.

Objective: To ensure parents are well informed about their child's learning and all other aspects of the centre. Parents feel empowered to participate in our program.

Procedures:

- Teachers communicate verbally with parents daily, especially in the afternoon.
- Documentation boards are located throughout the Centre to communicate information to parents. These boards are updated regularly.
- Regular newsletters are written and the Centre's Facebook page is updated regularly.
- Parents are made aware upon enrolment that they are able to meet with teachers and or management at any time to discuss their child's development.
- Parents are given information about our communication policy upon their enrolment at the Centre.

- Parents are invited to review Centre policies with Centre management and give comments, feedback and suggestions to draft documents.
- Email can be used as a tool for sharing information.
- The Centre policy folder is available for parents to read in the foyer.
- Parents are encouraged to contribute to their child's portfolio and fill out parent feedback forms.
- Parents and whanau will be invited to events and celebrations at the Centre.
- Parents can contribute to the program by bringing something to show children or sharing a talent.
- Parents will be made aware via newsletters and noticed boards of the Centre's planned and spontaneous Internal Evaluations and Policy reviews and how they could contribute.

Sun safe policy

Rationale: Excessive exposure to ultraviolet radiation (UVR) from the sun causes sun burn, skin damage and increases the risk of skin cancer.

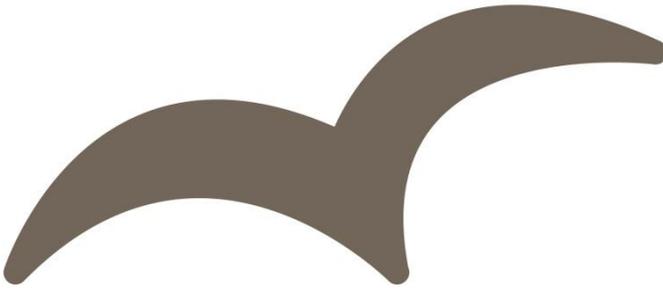
This policy is followed whenever ultraviolet radiation (UVR) levels reach 3 and above. For most parts of New Zealand this is between September and April, especially between the hours of 10am and 4pm.

Objective: To ensure that we promote a sun safe environment where staff and children can enjoy being outdoors and are protected against excessive exposure to ultra violet radiation (UVR).

Procedures:

- Parents provide a named sun hat for their child to wear between September and April. Teachers will remind children of the importance of wearing a hat.
- Early Adventures will provide broad spectrum sunscreen with an SPF of at least 30. Teachers will help children apply sunscreen three times during the day. After morning tea (10am), after lunch (12:30 pm) and again at 3pm.
- Early Adventures will supply a high quality, long lasting and waterproof sunblock that provides protection from UVA and UVB rays.
- Sunblock is applied routinely between September through to April.
- A record of this will be kept on a copy of the daily sign in sheet so educators are able to check that no child has missed out on having sunblock applied.
- Children will be encouraged to wear t-shirts rather than singlets while playing outside.

- Shade cloths will be used outside to protect children from the sun and provide shaded play areas.
- Educators will remind children to stay out of direct sun during the hottest parts of the day. Particular care is taken during the daylight savings months, between 11 am and 4 pm.
- The availability of shade is considered when planning excursions.
- Teachers will promote sun safety education with the children.
- Staff act as role models for the children by wearing sun protective hats, clothing, and sunglasses when outside, applying sunscreen to themselves and seeking shade whenever possible.
- Families are provided with information on sun protection at enrolment and regularly in parent newsletters.
- Teachers ensure water is available to children at all times and encourage children to take breaks to get a drink.



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