



Aroha Discovery  
SCHOOL

# **Policies and Procedures 2020-2021**

Next scheduled review Jun 2021

## INTRODUCTION

[Ako Space](#) very kindly gave us authority to adapt their policies and procedures in order to develop Aroha Discovery School Programmes. This document was adapted and reviewed by Aroha Discovery School's Executive Team and the Arohanui Learning Communities Trust Board. The agreed policies support Aroha Discovery School to function according to our values and to support staff in their daily practice with children and families. The aim of these policies is to ensure safe, respectful, consistent and quality practice at Aroha Discovery School (referred to throughout this document as ADS). It should be noted that while Ako Space is a fully registered private school, ADS is not currently a registered school. Our aim is to become registered to be able to offer a full immersion programme in 2021 and in the meantime we are offering one day nature programmes as a lead up to this.

## GUIDANCE ON USING THIS DOCUMENT

Members of Aroha Discovery School's executive team can edit and add to this document. Others who would like to make changes or propose a policy, can do so by submitting a proposal to the management team, or in any whanau meetings that are held.

Policies are organised under 4 headings:

Health and Safety Policies

Programmes Policies

Governance and Management Policies

Environment Policies.

Individual policies under the 4 headings, are organised alphabetically.

This document is a working document, an updated copy of this document will be saved once per year, dated and kept in Aroha Discovery School's Policies and Procedures folder.

This document is distributed once per year to all existing families, new families after their enrolment, and available to the public on Aroha Discovery School's website.

The original of this document, holds all Aroha Discovery School's policies and procedures (or links to them), and is the place for drafting, updating and adding policies and procedures.

The most important policies for parents to be familiar with are annotated with \*

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# Health and Safety Policies

## CHILD PROTECTION POLICY

### Rationale

The Policy is written under the principle that children and young people attending ADS have a right to feel safe and comfortable in that contact. The purpose of the policy is to provide ADS staff guidelines by which to identify and respond appropriately to concerns of abuse and neglect, and to understand their role in keeping children safe.

The policy has been written in accordance with the following legislation:

- Education Act 1989
- Children, Young Persons and Their Families Act, 1989
- Crimes Act, 1961
- Domestic Violence Act, 1995
- Health Act, 1956
- Health and Disability Sector Standards Regulations, 2001
- Privacy Act, 1993
- Health Information Privacy Code, 1994
- Vulnerable Children's Act, 2014
- Care of Children Act, 2004
- Employment Relations Act, 2000
- Human Rights Act

The Policy will be reviewed annually, and updated regularly in the light of operational experience and in line with changes in legislation and associated policies.

### Office Holder

Lysanne van Zessen is the Child Protection Officer.

### References

Please see our detailed [Child Protection Policy](#) for more details.

## EMERGENCY PROCEDURES AND EVACUATION PLAN

### Rationale

An emergency situation could arise from either a natural event, such as an earthquake, or result from some sort of human induced incident, such as a fire or injury.

### Responsibilities

On instructions from the Programme Facilitator or parent volunteer, evacuate the building using the safest exit.

Depending on where the group is located for the day the Programme Facilitator or parent volunteer ensures evacuation has commenced and checks all areas.

#### When operating out of The Sanctuary

- The Sanctuary
- Boys and Girls Bathrooms/Store area behind the kitchen

#### When using Fairfield House

- The Ballroom
- The Kitchen
- The Gallery
- Boys and Girls Bathrooms
- Laundry
- The shed by the main house

**ENSURE** all students, parents and visitors are aware of the emergency procedures.

**EXITS:** If buildings are to be used, all emergency exits should be clearly displayed and regularly checked to be in working order and free of obstructions.

**DISPLAY:** Evacuation procedures should be displayed, clearly indicating where people can assemble

safely.

**DRILLS:** Staff will conduct a full evacuation drill twice a term, and once per week for the holiday programme to ensure familiarity of all children and adults with the procedures, both within the Fairfield grounds and offsite. Staff will complete and sign an [evacuation report](#) each drill.

## Procedures

### Fire Alarm System

Smoke alarms in all rooms at Fairfield

Fire extinguisher outside the classroom door

Exits clearly labelled

Fire hose reel located in downstairs hallway of the main house



### Assembly Areas

1. **OUTDOORS:** In an emergency situation outdoors the whistle will be blown in a distinctive

pattern. Three short bursts, then continuously.

2. **INDOORS:** If indoors you may hear a fire alarm, or the whistle will be used.
3. **ASSEMBLE:** All children and adults will assemble at the designated location discussed in the morning meeting if outdoors, or if at Fairfield at the emergency evacuation assembly area at Fairfield.
  - a. The evacuation assembly point at Fairfield is northwards down the front lawn at the Assembly Point sign.
4. **HEAD COUNT:** A head count will be conducted immediately.
5. **STAY IN YOUR ASSEMBLY** area for a roll call to be conducted.
6. **DO NOT ATTEMPT TO ENTER THE BUILDING** until the manager or Fairfield, Facilitator or parent volunteer has advised, or until further notice.

#### Fire

1. **EVACUATE** as above
2. **DO NOT ATTEMPT TO PUT THE FIRE OUT**
3. **KEEP CHILDREN** at the assembly point until danger has passed

#### Earthquake

1. **IF INSIDE** - Drop, Cover and Hold; crouch in a safe place, under a desk or tables, stay away from windows and cupboards or other objects that could fall.
2. **IF OUTSIDE** - move away from buildings, trees, streetlights and power lines, then Drop, Cover and Hold; adopt the turtle position, tucked in a ball, hands over head .
3. **WHEN SHAKING STOPS** check for injuries and any hazards
4. **EVACUATE** if at Fairfield and it is safe to do so, all children and adults are to leave the building and proceed to the emergency evacuation assembly area at Fairfield.
  - a. The evacuation assembly point at Fairfield is northwards down the front lawn at the Assembly Point sign.
5. **BE ALERT** for aftershocks.

## Tsunami

Fairfield is outside of the evacuation zone for Tsunamis, however, it is advised to seek higher ground. After a Tsunami warning has been issued (a city hooter may sound), or if you feel a strong earthquake that makes it hard to stand up or a weak rolling earthquake that lasts a minute or more go to the meadow and climb up to the orchard hillside.

The following instructions are applicable for when the group is off-site in the Tsunami evacuation areas highlighted in yellow/orange/red on the map e.g. at the beach.

There are three evacuation zones shown on the maps:

### Red Zone

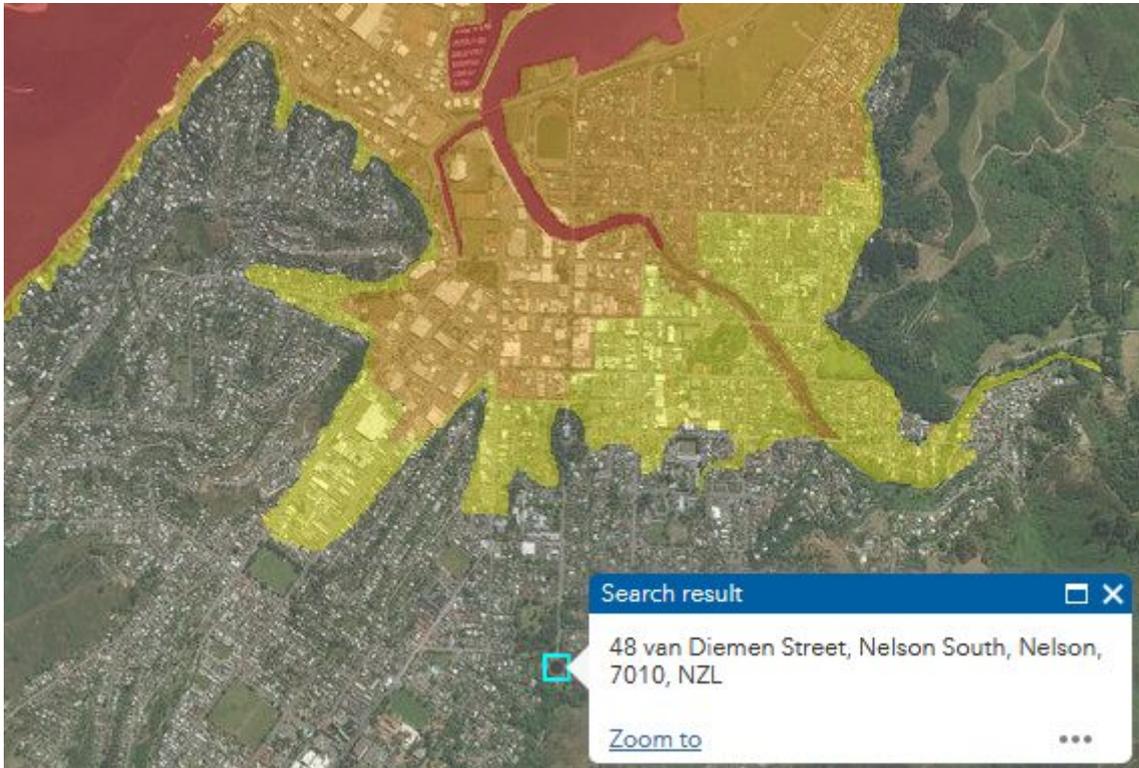
- Small more frequent tsunamis that are essentially a beach and nearshore hazard.
- The Red Zone is also the area of greatest impact in a larger tsunami.

### Orange Zone

- Large distant source tsunami.
- Due to the relatively long travel time, official warning of such a tsunami approaching can be expected.

### Yellow Zone

- Large, but very infrequent, local sourced tsunami.
- Because of the short travel time, it is unlikely that there will be an official warning.
- The public will need to self-evacuate based on natural warnings (see below for what this means).



1. After a Tsunami warning has been issued (a city hooter may sound), if you feel a strong earthquake that makes it hard to stand up, a weak rolling earthquake that lasts a minute or more, or you notice strange sounds or unusual changes in the ocean (the ocean rushing in and out); the group is to evacuate immediately to higher ground.
2. The group will remain in the high ground area until given an official all clear via the national emergency mobile alert system or the local civil defence.

#### Accidents and First Aid

1. **FIRST AID KIT:** A first aid kit will always be kept in the classroom and will be taken on excursions along with emergency contact numbers. Kits are checked at the beginning of each term.
2. One currently qualified first-aid person will be with the group at all times.
3. **ACCIDENTS:** In the event of any accident, or a child or adult staff member or parent suddenly feeling unwell and a life-threatening condition is suspected, the following procedure will be followed:
  - a. **INFORM FACILITATOR'S:** Parent helper/s will immediately inform the Facilitator.

- b. **FIRST AID:** Appropriate first aid will be administered.
- c. **CONTACT PARENTS:** If a child needs medical attention, parents will be contacted to ascertain if they want to take the child themselves or would prefer staff to take the child to the medical centre of their choice. If parents or alternative contacts are unavailable the child will be taken to the nearest available medical facility.
- d. **SERIOUS INJURY:** If serious injury occurs, parents will be notified and an ambulance called. If it is not possible to call an ambulance and the need is urgent, then children may be transported in a private vehicle.
- e. **URGENT:** If the situation is urgent, the teacher will take necessary actions and inform parents as soon as it is possible.
- f. **EXCURSIONS:** If a parent/teacher/child is seriously injured while on an excursion an ambulance will be called, the parent helper will go and signal the ambulance and the Facilitator with first aid training will stay with the unwell child.
- g. **RECORDING:** All accidents and incidents are recorded (Using [accident/incident forms](#)).
- h. **MINOR INJURIES** will be recorded by staff and parents notified at the end of the day.
- i. **PARENT SIGN:** For injuries requiring medical attention, or when a more serious injury is suspected (e.g. a head injury) a complete accident report will be filled out which the parent must sign.

### Missing Children

Formal attendance checks will be made regularly and often during the day. If a child is found to be missing the following procedure will be followed:

1. **SEARCH:** Adults will conduct a thorough search.
2. **INFORM:** ADS management will be informed as soon as possible.
3. **PARENTS** will be contacted
4. **SCHOOL** if during term time the child's usual school will be contacted to see if they have any absence information
5. **EMERGENCY CONTACTS** will be contacted if parents/their usual are not reachable
6. **POLICE:** If necessary the police will be contacted

## Reviews

Reviewed: Jun 2020

## EXCURSIONS POLICY\*

## Rationale

To provide a rich learning experience, ADS will organise trips off site of the Fairfield grounds. For these excursions it is important to ensure all children and staff are kept safe and have an enjoyable experience and we provide a positive impression on people in the community that we come into contact with.

## Procedures

### Supervision plan for excursions

1. **FIRST AID:** At least 1 person with a current first aid certificate will be present at all times.
2. **RATIOS:** ADS will operate with an adult: child ratio of no higher than 1 : 8. We aim for 1:6 at all times.
3. **MIN ADULTS:** A minimum of 2 adults will be present each day.
4. **PARENT HELP:** Parents or other adult family members over 17 may help supervise and contribute to the ratios if they have had training by ADS staff, and ADS has undertaken a Police Vetting check.
5. **COMMUNICATION:** The facilitator will have a dedicated cell phone on them at all times for communication with other facilitators, volunteers or emergency services. Where possible parents are requested to bring their own cell phone in case it is required in an emergency situation.
6. **PHYSICAL BOUNDARIES** of the location will be set and children will be made aware of these boundaries. Consequences will be enforced if children move beyond the set boundaries without an adult. See behaviour management policy for details of how adults respond.
7. **REGULAR HEAD COUNTS** will be done throughout the day to ensure the safety of all children.
8. **WHISTLE:** All adults will have a whistle and will use it to gather children together in an emergency. Both children and adults will be given instruction on when and how to use and respond to the whistle. This training is practiced at the beginning of each term.

9. **VOLUNTEERS:** Sometimes volunteers will be involved in the programme to provide specialist knowledge and experiences for the children. If a background check including a police check has not been obtained then volunteers are never to be left alone with the children. A Facilitator, trained parent, or other staff member is always to be present.
10. **EXPEDITIONS:** On group expeditions outside the set boundaries one adult will always remain at the front of the group and one at the back. The lead and tail end adults will have some way to communicate, either cell phones with coverage or walkie talkies.
11. **MEETING POINTS:** When walking in familiar places, children stop and regroup at regular meeting points to ensure the group stays together.
12. **PUBLIC:** Facilitator's to provide frequent instruction to remain with the group at all times unless okayed by a Facilitator. Facilitator's and volunteers are to remain aware of any public in the area. Facilitator to intervene in any interaction with a member of public and a child. If the member of public are persistent and/or show concerning behaviours police will be called Accident/Incident Forms to be completed as soon as possible. Pamphlets and material will be sourced from the [Police KOS material](#) for reference by Facilitator's and to provide to families
13. **ANIMALS:** The Facilitator will scout the area for animals and animal faeces before settling the group at the location. Faeces will either be removed with a plastic bag and stored in the lidded bucket until it can be safely disposed of in a toilet, or the children will be advised to avoid the affected area. Children will be reminded each session not to approach any animals, to remain calm and move slowly away if they encounter any, and to advise a Facilitator or volunteer of the animal's presence.
14. **DOGS:** Facilitators to remind children of what to do if encountering a dog...
  - a. Never pet or touch a strange dog, even if it runs up to you and seems like it might be friendly.
  - b. If a dog starts running toward you, don't run. Running away can make the dog want to chase after you — even if it doesn't want to hurt you, its instincts will tell it to chase.
  - c. If a strange dog approaches you, try to stand very still. This may be scary for a minute or two, but often the dog will become bored and walk away. If the dog tries to sniff you, let it sniff — this is its way of checking you out.
  - d. Walk away from a strange dog very slowly. Don't wave your arms around or make a lot of noise because these actions will only excite the dog. Look straight ahead and not into the dog's eyes.
15. **ROADS:** Children are never to cross the road alone when walking in the community.

- 16. HIGH VIS VESTS:** All adults and children will wear high visibility vests at all times when outside the Fairfield's grounds. These are only to be taken off when the child returns to Fairfield House.

**Extra guidelines for volunteer supervisors**

**When volunteers are supervising they should:**

- 1. BE CONSTANTLY OBSERVING** all children in the area they are responsible for.
- 2. WATCH THE PLAY SPACE BOUNDARIES** constantly (children are to be made aware of these beforehand).
- 3. POSITION THEMSELVES** so they can best see all the children.

**Volunteers should NOT:**

- 1. JOIN IN** on an activity if they will be unable to maintain good supervision.
- 2. LEAVE THE AREA** they are supervising without ensuring it is safe to do so by:
  - a. asking another adult to supervise the area;**
  - b. or moving the children to another place where they will be properly supervised**

**IN AN EMERGENCY SITUATION** volunteers may need to make sure that they respond in a way that does not create a risk of further injury or leave children without adequate supervision. Stay calm and seek help immediately.

**DUTY OF CARE** means that if a volunteer sees any possibility that an activity could cause an accident or injury, they should stop the activity immediately and not allow it to re-start until it can continue safely.

**VOLUNTEERS WILL INFORM THE FACILITATOR** as soon as possible if there are any injuries, incidents, dangerous behavior and unsafe equipment etc.

## Reviews

Reviewed: Jun 2020

## FIRE LIGHTING POLICY\*

## Rationale

We believe that lighting fires and cooking food over fires is an important life skill and also teaches children how to assess and manage risks.

## Procedures

Teachers are responsible for:

1. **FIRST AID KIT:** Make sure the first aid kit is suitable for burn treatment
2. **CHECK [CURRENT FIRE RISK ALERT LEVELS](#):** to ensure it is safe to light a fire.
3. **BRIEFING CHILDREN:** Go through the fire making rules with children
4. **SAFEGUARDING EQUIPMENT:** Keep all fire making equipment away from and inaccessible to children unless they are actively involved in lighting the fire with supervision from an adult.

Guidelines to follow:

5. **NO FIRES ARE TO BE LIT ANYWHERE ON THE RESERVE AROUND FAIRFIELD**

When off-site:

6. **FIRE PIT:** If there is a fire pit on site always use it
7. **TREES:** Select a site that is away from overhanging trees or anything else that could catch alight
8. **TRIP HAZARDS:** Clear the area of trip hazards and other debris
9. **FIRE CIRCLE:** Create a fire circle of 2 meters around the fire pit. This area can be marked out with a rope of the ground or places stones or wood in a circle on the ground to mark out the boundary.

10. **CLEAR AREA:** Clear the area for the fire pit of leaf litter and make sure the fire pit is on non-flammable material. e.g. Clay, stony soil or muddy brown soil
11. **FUEL:** Keep fuel for the fire outside the fire circle
12. **FIRE LIGHTING EQUIPMENT** must be kept away from the fire when fire is lit e.g. matches or fire lighter
13. **SIZE:** Make sure the fire is of a small and manageable size
14. **WATER:** Have water nearby and available before lighting the fire. For example in a bucket
15. **ADULTS:** 1 adult inside the fire circle when the fire is lit and the others supervising the children
16. **INSIDE FIRE CIRCLE:** Children are not to be inside the fire circle unless with an adult and then only 1 child at a time. Children are to be reminded to walk around the outside of the fire circle and never through it.
17. **COOKING:** When making or cooking on the fire adopt a one-legged kneeling position to avoid overbalancing and tipping forward.
18. **DOUSING:** After the fire activity make sure the embers are spread and doused with water until completely out and cold.
19. **FIRST AID:** All adults must be familiar with burn treatment first aid.

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## Reviews

Reviewed: Jun 2020

## HEALTH AND WELLBEING POLICY\*

### Rationale

In order to have fun and partake in a stimulating environment, it is important to safeguard the health and wellbeing of children, staff and others at school.

### Policies

1. **CHILDREN WHO ARE UNWELL MAY NOT ATTEND THE SCHOOL.** Please see the illness policy (below) for specific conditions requiring an absence.
2. **STAFF/VOLUNTEERS MUST BE FIT FOR WORK.**
3. **MEDICAL CONDITIONS & ALLERGIES:** Information about children's medical conditions/allergies is collected on enrolment and all staff are made aware of these
4. **ASTHMA & SEVERE ALLERGIES:** If children have moderate to severe asthma or severe allergies then a personal action plan must be supplied to staff.
5. **INFECTIOUS DISEASES:** Staff have [information on common infectious diseases](#).
6. **MEDICAL CENTRE:** The school has identified the nearest [emergency medical centre](#) and details of its location, hours and contact details are easily accessible for staff.
7. **PUBLIC HEALTH WARNINGS:** Management will ensure staff are kept informed about any [medical or public health warnings in the community](#).
8. **HEALTHY EATING** choices are promoted at the school through information to parents about snacks and lunches.

### Procedures

#### Food handling and hygiene

1. **WASH HANDS:** Staff and children will wash hands before any food handling.
2. **REMINDERS:** Children will be reminded of hand-washing after using the toilets, before eating etc.

3. **FOOD HANDLING AND STORAGE:** Staff will be guided to follow basic food safety practices in regards to handling and storage.

#### Unwell children

1. **COMFORT:** If a child becomes ill during the day they will be made comfortable in whatever area is most comfortable. We have a screen, matt and blanket for use in the sanctuary to serve as a sickbay area when at Fairfield.
2. **PARENTS** will be notified and expected to collect the child as soon as possible.
3. **URGENT:** If staff are concerned about the health of a child and feel the matter is urgent they will first ring the parent, then if the parent cannot be contacted they will ring the emergency contacts. If necessary the children will be moved (possibly by private vehicle) to the nearest medical facility and a staff member will remain with a child while parents are notified. If it is not safe or appropriate to move the child, an ambulance will be called.

#### Medicines

1. **PARENT OBLIGATIONS:** If a child is to be administered medication at school parents must: confirm details of the medication in writing and when/how to use it. In the case of any medication the child will administer themselves, parents must specify this.
2. **STAFF OBLIGATIONS:** Staff will: ensure that all medicines are stored safely including those that children are allowed to self-administer e.g. asthma inhalers. There will be no risk of medicines being mixed up or tampered with by other children. Keep a record of all medication given and parents are required to check and sign this daily.
3. All medical records kept by ADS are strictly confidential.
4. **LABELLING:** All medicines must be clearly labeled, showing the child's name, and dosage.
5. Staff will only administer medicines in accordance with the written dosage.

#### Allergies

On enrolment, parents will be asked about any allergies or intolerances. These will be made known to teachers and any other volunteers. If necessary, a food exclusion policy will be put in place e.g. no nuts.

## Illness

Due to the physical nature of our activities, children need to be fit and well to gain the most enjoyment from them. **CHILDREN WHO ARE UNWELL SHOULD NOT ATTEND.** General conditions indicating that a child should not attend:

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

Please keep us updated about any instances of communicable diseases (eg chickenpox, whooping cough etc).

Specific illnesses indicating that a child should not attend:

1. **DIARRHEA** - a general guideline is that no child should attend if they have diarrhoea, and they should have at least one normal bowel motion before attending. Diarrhoea or loose stools present a particular risk, even if the cause is not an infectious disease, as it makes it difficult to maintain normal hygiene. Even micro-organisms (germs) that normally present in the gut can cause health problems if consumed (e.g. passed into the mouth by contaminated hands or objects). If the diarrhoea was accompanied by any other symptoms such as fever, stomach pains, nausea, vomiting or headache, this indicates a gastrointestinal infection, and the child should stay away until they have been symptom free for at least 48 hours.
2. **VOMITING** in the previous 24 hours, unless the vomiting was once only and was known to be caused by a non-communicable condition. Repeated vomiting suggests an infection, so the child should be taken to a GP for a diagnosis. If the vomiting has been caused by an infection, or the cause is not known, the child needs to stay away until at least 48 hours after the last symptoms. A child who vomits during the day should be collected by their parents and taken home immediately.
3. **RASH WITH FEVER OR BEHAVIOUR CHANGE** - until a GP has determined that the illness is not a communicable disease. See this [pamphlet](#) on Infectious Diseases - Information and Exclusion List for more details on possible conditions and time to be spent away from school.
4. **CONJUNCTIVITIS** - a child should not attend until there is no discharge present.
5. **HEAD LICE** - a child should not attend until treatment has been successful to prevent spreading to others.

6. **ANTIBIOTICS** - Any child requiring antibiotics should remain at home for the first 24 hours.
7. **FEVER** - a child with a temperature of 38 degrees Celsius or above should not attend the school and should not return until the temperature has been normal (without any use of medication) for a minimum of 24 hours.

During the enrolment process we do ask that you provide a list of vaccinations your child has had so we have this on record should there be an outbreak and so we can advise parents accordingly.

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### Reviews

Reviewed: Jun 2020

## PANDEMIC PREPAREDNESS & RESPONSE PLAN

### Rationale

From time to time, New Zealand may be subject to a pandemic and we need to have a plan on how we will react to that.

### Policies

In the event of a widespread public health threat, such as an outbreak of a new virus, the ADS Executive Management Team will monitor the advice from Public Health Officials and the Ministry of Education and determine what steps may be required.

The following principles will guide decision making:

**EXPERT ADVICE** will be adhered to

**TRANSPARENCY** of the situation and next steps will be communicated to our community in a timely manner

**STAFF AND STUDENT WELLBEING** will be our top priority

The Ministry of Health can declare a pandemic event and provide advice and guidance about this. The Ministry of Health's Medical Officers of Health are our key external contact in a pandemic event.

They work as part of the region's response coordination team. They will provide leadership, direction and guidance on whether to remain open, close or reopen.

### Office Holder

A Pandemic Manager will be appointed from amongst the Executive Management Team to manage the impact and response for the duration of the event.

## Procedures

### Staff Wellbeing

1. **SUPPORT:** The Executive Management Team will ensure staff are kept up to date with advice and will check-in regularly with staff to check on their physical and emotional wellbeing.
2. **NOTIFY:** Staff will notify Management Team if they need to self-isolate or if they become ill and need to stay away from work.
3. **SCHOOL CLOSURE:** Depending on advice from Public Health Officials and the Ministry of Education, The Executive Management Team will determine whether the school is to remain open or close for a period.
4. **PAY:** In so far as possible, staff will be on leave with full pay for any period of absence from work.
5. **WORKING FROM HOME:** If staff are well enough and the school has to close, they will be expected to use the time for professional development, reflection or inquiry.

### Student Wellbeing

6. **MONITOR:** Staff will monitor students for signs of illness and notify parents and raise to the Executive Management Team if required.
7. **CLEANING:** If advised by Public Health Officials, we will increase the frequency of cleaning of surfaces. [More guidance available here.](#)
8. **HYGIENE:** Staff will encourage and remind children about good hygiene practices such as frequent handwashing and good cough etiquette.
9. **VISITORS:** If appropriate, visitors to our spaces will be restricted or stopped and signs put up asking people with symptoms not to enter our space.

### Planning for closure

1. ADS takes direction from the Ministry of Health on when to remain open, close, or reopen.
2. The Executive Management Team can make the choice to close the school based on staffing and supervision concerns due to staff absences, or taking into consideration the wider wishes and concerns of parents.
3. In the event of a school closure, the Pandemic Manager will communicate with staff, families and caregivers, the Ministry of Education, and the Public Health Officials (as necessary).

### Communicating with Parents

1. **NOTIFY:** ADS will communicate actions and decisions to parents in a timely manner.
2. **LIAISON:** a particular person will be appointed as Pandemic Manager and will handle all communications with parents and officials as required.

### Parents

1. **IMMEDIATE NOTIFICATION:** Parents are expected to immediately notify ADS teachers or Management if their child or anyone else who is a close contact of the child is suspected of having the condition or is confirmed as having the condition the subject of the pandemic.
2. **NON-ATTENDANCE:** The child and other family members of the child are not to attend ADS until cleared by health professionals or following the quarantine period stipulated by health officials.
3. **FEES:** All reasonable courses of action will be taken to avoid financial impact on parents, however, in the event the school would struggle to pay teachers we do ask that parents continue paying programme fees for the term they were booked for.

### Cleaning Procedures

During a pandemic we will need to clean more thoroughly to minimise the spread of the virus. This applies particularly to hard surfaces (for example, sinks, handles, railings, changing facilities, objects and counters). Please note that influenza viruses may live up to two days on hard surfaces, while the norovirus can survive for days or weeks on hard surfaces.

Influenza viruses are inactivated by alcohol and by chlorine. Cleaning of surfaces with a neutral detergent followed by a disinfectant solution is recommended. Surfaces that are frequently touched with hands should be cleaned often, preferably daily. The Ministry of Health recommends:

- to clean surfaces with a suitable cleaner and/ or disinfectant and follow the manufacturer's instructions for use
- when choosing a suitable cleaning product, consider what the product is effective against and the length of time the product needs to be left on a surface to clean it properly
- where possible, use disposable cloths to clean surfaces. Reusable cloths should be cleaned, disinfected and then dried after use
- ensure appropriate equipment is available for workers to wash and dry their hands.
- [Read more about good hand washing](#)

Hygiene practices should also be elevated in a pandemic to an even higher level than usual.

- Remind staff, children and students not to share cups, dishes and cutlery; and ensure these items are thoroughly washed with soap and hot water after use.
- Remove books, magazines, papers or other objects that are hard to sanitise from common areas.
- Consider ways of cleaning and/or restricting communal use of some play, physical education equipment and office equipment.
- When someone with a suspected virus is identified and has left the programme, it is important that their play area, study area, work area or office and any other known places they have been, are thoroughly cleaned and disinfected.
- Planning should identify protocols for the use of personal protection equipment (if recommended by the Ministry of Health), and methods for waste disposal.

#### Review Cleaning Contracts

During the pandemic planning phase, cleaning contracts should be reviewed and contingency plans agreed with the cleaning contractor e.g. for cleaning and disinfecting classrooms, removing towels and increasing the supply of paper towels.

#### Active phase of the pandemic

During the active (red) phase, the quality and, if necessary, frequency of cleaning is to be increased, including:

#### General cleaning

Suitable cleaning products (see end of this document) should be applied to all hard surfaces in common areas daily:

- All desks and tables
- Changing facilities
- Counters, railings
- Lifts and stairwells
- Doors, door handles and push plates
- Light switches and lift buttons

- Washbasins, toilet bowls and urinals
- Kitchen and tuck-shop surfaces including bench tops, taps, and the handles of microwaves, stoves and fridges
- Shared telephones and keyboards in common areas e.g. reception, library, gym equipment, computer rooms, halls and lobbies etc.
- Technical education equipment (wood/metal working and design equipment)
- Arts supplies and equipment.

### Specialised cleaning

If a child, student or staff member has entered the school or service while ill, specialised cleaning of their locker, desk and/or workspace should take place immediately to minimise the spread of infection. Their locker and desk should be physically quarantined by means of tape and signage until this can take place. In the event that a child, student or staff member has to carry out the cleaning so that a shared workspace can continue to be used, appropriate protective and cleaning equipment should be provided.

### Keyboards and telephones

Keyboards and telephones should not be shared if at all possible. In situations where they are, they should be cleaned between users, by the users themselves, with appropriate anti-bacterial cleaning products.

Telephonist/receptionist staff members should have their own headset/handset, keyboard and mouse. These should be cleaned at the beginning and end of each shift, and stored in a plastic bag labelled with the person's name between shifts.

### Kitchen hygiene/break-out area hygiene

Tea towel service can continue. Any laundry items must be washed and dried thoroughly outside or with a dryer. Disposable gloves should be worn while handling soiled items. Hands should be washed immediately after removing gloves or after handling these items.

Disposable paper towels, in a suitable dispenser, should be provided in staff kitchens for drying of hands, and drying of dishes where required. The cleaning or supplies contract should provide for an adequate supply of paper towels at all times.

Children, students and staff should be reminded not to share cups, dishes, and cutlery and ensure they are thoroughly washed with soap and hot water after use, or preferably, washed in a dishwasher.

Where dishwashers are supplied, these are to be used in preference to hand washing dishes. Dishwashers should be set on the hotter water temperature setting where a choice is available.

Antibacterial liquid soap is to be provided in kitchens for hand washing before and after food preparation.

All magazines/papers are to be removed from reception/waiting areas, and from common areas such as kitchens, common rooms and breakout areas.

### **Bathroom hygiene**

Consider alternatives to hot air hand-dryers. Increase use of disposable paper towels in a suitable dispenser. The cleaning or supplies contract could provide for an adequate supply of paper towels at all times.

Antibacterial liquid soap should be provided in all bathrooms/toilets in preference to bar soap.

### **Ventilation**

The service or school caretaker is usually responsible for ensuring that the air-conditioning/ventilation equipment (e.g. windows) is maintained to NZ Building Code standards.

This should be evident from the Building Warrant of Fitness certificate in each building.

If the certificate is not current, then the caretaker should be contacted to ensure that IQP checks are carried out and the certificate updated. The supplier will be able to provide copies of the air conditioning hygiene testing results on request.

### **Cleaning/hygiene equipment and supplies**

#### **Contract cleaning**

- **Antibacterial cleaning solutions, disinfectant and household bleach**
- **Personal protective equipment for cleaners to be supplied by contractor to include gloves, eye shields and masks for use if required**
- **Increased stocks of paper towels and liquid soap**
- **Additional supplies of small/medium plastic rubbish bags**
- **Antibacterial liquid soaps**

**Children, Student and staff use**

- Personal Protective Equipment (PPE) for use in emergency cleaning – gloves, eye shields, aprons and masks (NZ Safety)
- Instant hand sanitiser (Bactisan from Gojo Industries Inc; Biocare or Purell from Biocare – [www.biocare.co.nz](http://www.biocare.co.nz) )
- Tissues
- Keyboard wipes (isopropyl alcohol) ([www.ubuy.co.nz](http://www.ubuy.co.nz) , WM Bamford [www.bamford.co.nz](http://www.bamford.co.nz) )

**Personal Protective Equipment (PPE)**

PPE will also require a management system including recording, maintaining, training, disposing, and in some cases fitting and testing equipment. Consideration should also be given to who will use PPE such as the nature of their work tasks, their breathing rate and familiarity with infection control, and social distancing principles and procedures.

**Cleaning Products**

Disinfectants	Recommended use	Precautions
<p><b>Sodium hypochlorite:</b></p> <p>1000 parts per million of available chlorine, usually achieved by a 1 in 5 dilution of hospital grade bleach.</p>	<p>Disinfection of material contaminated with blood and body fluids.</p>	<p>Should be used in well-ventilated areas.</p> <p>Protective clothing required while handling and using undiluted bleach.</p> <p>Do not mix with strong acids to avoid release of chlorine gas.</p> <p>Corrosive to metals.</p>
<p><b>Granular chlorine:</b></p> <p>e.g. Det-Sol 5000 or Diversol, to be diluted as per manufacturer’s instructions.</p>	<p>May be used in place of liquid bleach, if it is unavailable.</p>	<p>Same as above.</p>

<p><b>Alcohol:</b> e.g. Isopropyl 70%, ethyl alcohol 60%.</p>	<p>Smooth metal surfaces, tabletops and other surfaces on which bleach cannot be used.</p>	<p>Flammable and toxic. To be used in well-ventilated areas. Avoid inhalation.</p> <p>Keep away from heat sources, electrical equipment, flames, and hot surfaces.</p> <p>Ethyl alcohol not to be used on keyboards, phones etc.</p> <p>Allow it to dry completely.</p>
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### Bleach as a Disinfectant

Regional Public Health recommends the use of bleach as a disinfectant as recent outbreaks of diseases caused by microorganisms (germs) such as giardia, cryptosporidium and salmonella. Many of these germs are resistant to most disinfectants.

Bleaches contain sodium hypochlorite, the chemical which kills bacteria and viruses. The Ministry of Health recommends use of a disinfectant that has at least 2% hypochlorite. Supermarket bleach is labelled between 2-5% sodium hypochlorite.

A bleach solution should be used to disinfect the nappy changing area, toilets and sinks. To work properly the solution needs to:

- Be used on a surface free of dirt/organic material
- Be a strong enough concentration i.e. 0.1% (see table below). If there is visible contamination, then use a stronger 1:10 solution.
- Have enough time to kill the bugs (ideally 30 minutes contact time)

The solution should be disposed of at the end of the day. Made up chlorine solutions are often kept in spray bottles – the bottle needs to be cleaned daily as dirty hands touch it.

### How to make up a 0.1% bleach solution

STRENGTH ON BOTTLE	BLEACH (ML)	WATER (ML)	TOTAL (ML)
1%	100	900	1000
2%	50	950	1000
3%	33	967	1000
4%	25	975	1000

5%

20

980

1000

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### **'Eco' or 'natural' cleaners**

There has been an increased interest in the use of 'green', 'eco', 'organic' or 'natural' cleaning products. Be aware that many of these products are suitable only for 'cleaning' surfaces by removing dirt, grease and grime, and not for 'disinfecting' surfaces to kill disease causing germs.

### **References**

[Ministry of Health Guide on Preparing for a Pandemic](#)

[Ministry of Education Guidance on Cleaning during a Pandemic](#)

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### **Reviews**

**Reviewed: Jun 2020**

## POISONOUS PLANTS POLICY\*

### Rationale

Due to the nature of our diverse programme and the spaces we use, children come into contact with potentially hazardous plants during the school day. At ADS, we focus on educating children and staff to encourage self-responsibility around poisonous or unsafe plants, so we can enjoy the beauty of our natural environment safely.

### Procedures

1. **RESPECT:** The value of respecting nature underpins how children and staff engage with all plants, including poisonous plants.
2. **PPE:** Children have access to personal protective equipment (safety glasses, gloves, and tools) to allow them to interact with poisonous plants safely.
3. **LEARNING OPPORTUNITY:** Teachers approach understanding the hazards of some plants as a learning opportunity, and discuss hazards and ways to minimise risk with children.
4. **GUIDANCE:** Teachers, and volunteers monitor and guide children in their interactions with poisonous plants.
5. **GUIDELINES:** Staff and children develop guidelines for poisonous plants as needs arise.
6. **PEST PLANT DOCUMENT:** Staff add to the pest plant document as needed, to provide a guide to poisonous plants.
7. **CUTTING PLANTS:** Children need permission from an adult to cut a plant.
8. **POISON CENTRE:** The nationwide Poison Centre number is available in the first aid bag.
9. **REMOVAL:** Poisonous plants will be removed when they are insignificant to the area and a hazard to children's safety.

### References

[ADS Poisonous Plants Guide](#)

**Reviews**

**Reviewed: Jun 2020**

## RISK ASSESSMENT & HAZARD MANAGEMENT POLICY\*

### Rationale

For the safety of our tamariki and staff we need policies and procedures on how to identify risks and hazards and how to mitigate or manage them.

### Procedures

1. **START OF TERM:** ADS management will conduct a safety check and identify any potential hazards before commencement of each term. This may involve liaising with Fairfield management about eliminating hazards.
2. **TRAINING:** ADS management will ensure that all staff and volunteers will be made aware of these and trained in strategies to minimise the risks.
3. **DAILY CHECKS:** In addition, ADS will ensure that our Facilitators are conducting regular safety checks of our environment. The lead Facilitator will do a check at the beginning of each day, paying special attention to the weather and any changes it may have caused in the environment.
4. **DOCUMENTATION:** Any new hazards identified will be added to the [Risk Benefit Analysis Forms](#) for each site and activity.
5. A paper copy of the completed Risk Benefit Analysis Form will be available on site for parents and staff to view and add to if necessary.

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### Reviews

Reviewed: Jun 2020

## SUN PROTECTION POLICY\*

### Rationale

Children need adequate protection from the damaging effects of the sun.

### Procedures

During Terms 1 and 4, the following sun safe procedures will be adhered to:

1. **HATS** worn at all times when not in the shade.
2. **CLOTHES** with a good covering of the body to be worn when in the sun e.g all children to wear rash shirts at the beach.
3. **DRINK BOTTLES** will be kept in an easily accessible location in the shade and children will be reminded to drink plenty of water. Drink bottles should be refilled through the day if empty.
4. **SUNSCREEN** to be applied in the morning before school by parents and reapplied at lunchtime.
5. **PARENTS** will be asked to supply named sunscreen in their child's bag if they need a particular kind.
6. **WE WILL HAVE SUNSCREEN AVAILABLE** for children who do not have their own.
7. Sunscreen will be applied while in small groups with an adult.
8. **CHILDREN WILL BE ENCOURAGED TO APPLY** their own sunscreen but will be watched and checked by an adult.
9. **BEFORE SWIMMING**, any new areas of exposed skin should have sunscreen applied 15 minutes before entering the water.

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### Reviews

Reviewed: Jun 2020

## TOILETING AND CHANGING POLICY\*

### Rationale

At ADS, we honour that children at different stages might need extra support with using the bathrooms. Because of the nature of leasing a space shared with others, we also want to ensure everyone's health and safety, by offering extra supervision when members of the public are at Fairfield..

### Procedure

1. **SUPERVISION:** Children shall be accompanied by an adult when using the toilet.
2. To avoid adults making constant trips to and from the toilets, taking them away from group supervision, we encourage children to go in groups with 1 adult.
3. **ADULTS WILL WAIT OUTSIDE THE TOILETS AT ALL TIMES,** and children who are finished will wait with the adult and return as a group when all children are finished.
4. **CHANGES OF CLOTHES:** Due to the nature of ADS, it is likely children will get wet and/or dirty and require changes of clothes. Children will be required to manage this process independently and be responsible for keeping track of all their own belongings. Parents must inform ADS, if their child will have trouble with this process for any reason.
5. **SHOWERS:** If children get very muddy, they will have the option of having a shower. The shower is located just to the right of the double doors into the storeroom/laundry area in Fairfield house. Showers won't be used at other times.
6. **FOOT BATH:** At times, children are offered a foot bath to help them clean up after play.

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### Reviews

Reviewed: Jun 2020

## TOOL USE POLICY\*

### Rationale

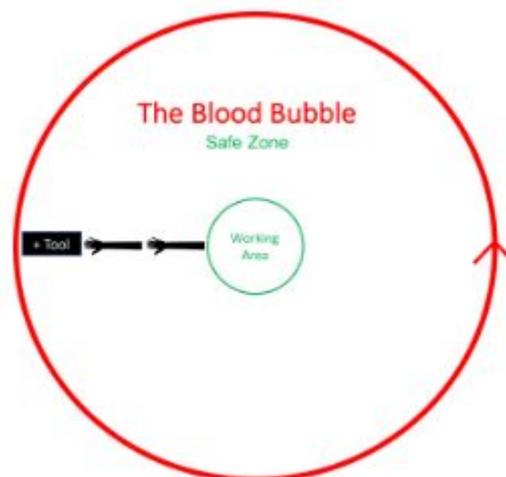
At ADS, we offer children access to tools for use in gardening, woodworking and in investigations. It is a rich area of learning and development that sparks creative and critical thinking, physical development and coordination, through the challenges and problem solving children encounter in their projects and experiences.

In being empowered to use real tools, children are given trust and responsibility; accomplishing challenging tasks, and feeling pride and satisfaction when they achieve their goals. To ensure that children continue to use tools safely and effectively, ADS has the following plan in place.

### NZ Curriculum Links

Tools offer access to the New Zealand Curriculum through the values, vision and key competencies, as well as in the curriculum learning areas (Technology, Science, Mathematics, English, Health and P.E and Social Sciences).

Terms used in this section: **BLOOD BUBBLE**: the safest working distance around an individual. It represents the distance bystanders should stay out of when a tool is in use. Unless otherwise stated the distance would generally be two arms and a tool's length.



## Procedures

1. Tools are checked that they are fit for use before each session. Only tools that are in safe working order shall be supplied for use.
2. Adults will model and support the children to use the tools appropriately, ie. By wearing gloves, covered toe shoes, carrying tools in a safe manner, checking anyone nearby is not in their blood bubble.
3. To use a tool, an adult will check that the child agrees to the safe tool use agreements...

If we show respect towards the tools:

- a) Tools are good quality
- b) Tools are maintained in a good condition
- c) Tools have a specific, countable, well understood place that they are kept

Children will treat them with respect:

- d) Tools are returned after use, never left lying around
- e) Tools are only to be used for their intended purpose
- f) Tools are not be used as part of a game

If we convey to children that they are the judge of their own risk management they will rise to this, it is important to note that adults make mistakes and have accidents with tools and this is just a part of tool use and also that often children are more cautious.

4. Children wear provided gloves when using saws
5. Children wear covered toe footwear
6. If children persist in using tools in a way that endangers them or others they do not get to use tools.
7. Using tools in a threatening manner towards another person, whether joking or not, will lead to a meeting with parents and a possible stand down from ADS.

## Guide for specific tool use

Saw:

- Check no one is in your blood bubble.
- Keep all fingers and body parts out of the way.
- Hold wood being sawed well away from the saw.

- Start light, and get momentum before adding pressure.
- Saw only wood and bamboo.

**Hatchet:**

- When carrying the hatchet, carry it at your side with one hand, the blade turned out from your body.
- Always use a chopping block or soft ground (not concrete or metal).
- BIG blood bubble (3 metres minimum).
- Give the hatchet your full attention.
- Use the hatchet in the construction zone, when there is no unpredictable movement that could distract the user.

**Knives and carving/whittling tools:**

- Carve while sitting or standing in a secure and stable position.
- Carve in a motion away and down from your body.
- Tools are resheathed and remain on the tarpaulin when not in use.

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**Reviews:**

Reviewed: Jun 2020

## TRAFFIC MANAGEMENT POLICY\*

### Rationale

ADS is situated at Fairfield which is located between Hampden Street School and Nelson Girls College. We have offset our pickup and drop off times to these school's to help avoid traffic congestion in the area. We have a drop off zone outside Fairfield house shown on the following map. The facilitator or parent helper will be there to welcome your tamariki and usher them to the sanctuary or meadow to play. We ask that you please wait patiently as parents complete drop off and complete the circuit to drive out of Fairfield. Please also be mindful not to block the exit of the upper car parking area so that parents can complete the circuit to get back onto the main road.



We recognise that most, if not all students will arrive by car. With a roll of 16 students per day that's around 32 car trips a day. We encourage carpooling where possible and (with permission) will provide

information on family locations to help facilitate this. We also encourage cycling, and walking to the site if at all possible.

### Procedure

1. ADS is located at Fairfield 48 van Diemen Street. ADS's drop off and pick up zone is at the end of the driveway outside Fairfield house.
2. Due to traffic congestion with surrounding school's we ask parents to aim to drop children off at 8:45am and pick up at 2.45pm.
3. Three parking bays are reserved for ADS staff and parent helpers for the day. These parks are not for other use.
4. We ask that parents are careful and considerate when driving in Fairfield, keeping speeds at 5km or below and angle parking appropriately.

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### Review

Reviewed: Jun 2020

## TREE CLIMBING POLICY\*

### Rationale

We encourage children to build confidence and test their limits by climbing trees. It is a great way to connect to nature, have fun, exercise, and build confidence. Children also learn about respect for the environment and their connection to nature, when climbing trees.

### NZ Curriculum Links

*Health and Physical Education* > Healthy Communities and Environments > Rights, Responsibilities and Laws; People and their environments.

> Personal health and physical development > Regular physical activity & Safety management

> Movement concepts and motor skills > Movement skills; Science and technology.

### Procedures

1. **THREE POINTS.** There are four points on your body that come in contact with the tree's branches: two hands and two feet. At least three of these points should be supported by branches at all times.
2. **KEEP CLOSE TO THE TRUNK.** Always step onto or grab a branch at the point closest to the tree's trunk. This is where the branch can support the most weight.
3. **STAY OFF THE DEAD.** Avoid using dead branches when climbing. If you must use a dead branch, be sure to follow the "Keep Close to the Trunk" rule. Dead branches can easily snap; living branches will bend before they break.
4. **TEST WEAK BRANCHES.** If you're not sure if a branch will support your weight, test it out by stepping on it (or grabbing it) at a point far away from the tree's trunk. Be sure that you follow the Rule of Three as you do this. If it passes the test, then step on it (or grab it) at a point close to the trunk.
5. **ALWAYS THINK ABOUT FALLING** If you keep in mind that you could easily fall at any moment, then chances are you will proceed cautiously.
6. **IF IT DOESN'T FEEL RIGHT, DON'T DO IT** If for any reason you feel uncomfortable with what you're doing, then stop.

- 7. AVOID CLIMBING IN BAD WEATHER** Precipitation makes things slippery. This includes heavy fog. When a tree is slippery, the chance of falling is greatly increased. Trees can also be slippery if there is dew or frost. Wind can cause the tree to sway, especially the top half. This swaying increases the chances of losing your grip and falling. Do not climb or be near a tree at all during a thunderstorm.

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## Reviews

Reviewed: Jun 2020

## VISITORS TO ADS POLICY\*

### Rationale

ADS does have a variety of visitors during the school term. To ensure that children and Facilitator's sense of safety is honoured, ADS has guidelines in place for managing these visits. As a small community, the impact of visitors can be quite high, particularly for children who need consistency and don't always understand the processes or reasons why people are visiting.

### Child visits

1. If whanau are interested in doing a "Taster Visit" to get a snapshot of ADS in action they may do so by [contacting us through our website](#).
2. Visits are for 1 hr, or if the whanau choose for their tamariki to stay for a full day there will be a full charge of \$60. This will be credited towards the term price should both parties agree to go ahead with the enrolment .
3. Visits are scheduled based on space availability on the current programme.
4. Children are to be accompanied by one or two adults (one ideally). A younger sibling can attend too if necessary and staff are notified beforehand.
5. The School Business Manager schedules these visits and checks who is coming with the child.

### First days at ADS

1. To support a smooth start at ADS, parents are welcome to spend some time helping their child settle in on their first days.
2. Parents can stay for the first 45 minutes to 1 hour with their child. If the child is ready to stay at ADS for some time alone, the parent will leave, and return to pick the child up at an agreed time.
3. If after an hour, the child is not ready to stay at ADS alone, the child goes home with the parent, and can return on their next scheduled day/visit.
4. Plans are initially for up to 2 transitioning days, after which the Facilitator's and family decide together on the best next steps.
5. Due to capacity restrictions at the Sanctuary we need at least a week's notice if you are intending to stay with your child on their first visit(s) so we can make arrangements for a suitable meeting place should our numbers be higher than usual.

### Public visits

1. **Members of the public wanting to visit ADS, can request a visit through our Programme Facilitators' and/or management teams. On request, they will be asked about the purpose for their visit. Visits for teachers and those working in the education profession are given priority for visits.**
  2. **Facilitators reserve the right to decline requests for visits, to ensure children's sense of safety is honoured, and to ensure the Facilitator's workload remains manageable.**
  3. **Visits can include a meeting with a member of staff or the management team, and/or some time observing during school hours.**
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### Reviews

**Reviewed: Jun 2020**

## VISITORS TO FAIRFIELD POLICY

### Rationale

While the impact of visitors to Fairfield on our ADS space is minimised, unknown visitors do have an impact on the sense of safety that the children experience at ADS. As a result, we have measures in place to minimise disruptions and pre-empt as much as possible, so that children experience safety, even with visitors at Fairfield.

### Procedure

1. Fairfield send through their bookings via email at the start of each week. ADS staff have a shared calendar so that Fairfield staff and ADS staff can inform each other of events that might impact them.
2. We meet minimum once a term with Fairfield staff and discuss upcoming visitors and scheduling that might impact each other.
3. Fairfield staff mostly use other spaces in the main house, so that ADS still has access to its own regular space.
4. If Facilitator's notice that children feel unsettled, they act proactively, with calming options, a check in, or shifting spaces to support children to feel at ease.

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### Reviews

Reviewed: Jun 2020

## USE OF FAIRFIELD HOUSE & THE MEADOW

### Rationale

From time to time ADS may make use of Fairfield House. The following policy outlines the expectations and boundaries for using these spaces.

### Procedure

The rooms of Fairfield House are only to be used after consultation with Fairfield House management.

1. **KITCHEN:** Facilitator to check the space before use. Children are to be reminded the stove is not to be used without the presence of an adult. Facilitator's and volunteers will instruct children in the safe use of cutting utensils.
2. **LAUNDRY, SHED & WOOFER AREAS:** Facilitator to make volunteers and children aware of which areas these are and that they are not to be accessed.
3. **STAIRS:** Facilitators to remind children the stairs leading up to the first level are not to be used due to this being Fairfield management's space. Facilitator to ensure the gate is locked to the viewing tower stairs on the verandah and remind children this area is also off limits.
4. **THE MEADOW:** Facilitator's to show volunteers and children where the power points are and advise not to touch them.

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### Reviews

Reviewed: Jun 2020

## **WATER SAFETY POLICY\***

### **Rationale**

ADS may organise trips to swimming pools or beaches. A very high level of supervision will be maintained at all times and regular risk assessments and policy reviews will be carried out.

### **Procedures**

#### **Pool Supervision**

An adult to child ratio, and maximum group size will be established for each pool / water activity, recorded in the risk assessment form and clearly communicated to staff and parent helpers.

Supervision guidelines include:

- separation of age/ability groups;
- staff location for best visibility;
- clearly allocated roles / responsibilities;
- regular head counts / buddy checks.

Supervision and/or interaction with non-swimmers will not be allowed to interfere with supervision of swimmers.

If required, staff and parent helpers will not hesitate to direct swimmers to safely leave the water and promptly account for all swimmers.

A facilitator or staff member will be on-site at all times and will monitor other parent helpers for fatigue / distraction.

Rules and behavior expectations will be acted on quickly and with no leeway – one warning and then disruptive swimmers will be asked to leave the water.

### **Risk Assessment**

A separate risk assessment will be completed and documented for each pool or water excursion. Existing risk assessments will be reviewed after each activity and referred to before future activities in the same situation.

Pool Rules will be displayed and reinforced with children before entry to the water. Rules will include:

1. Walking around the pool (no running)
2. Enter the water safely: feet first - No jumping or diving (unless supervised and in deep water)
3. No pushing or dunking
4. Tell an adult if you leave the pool
5. Use the bathroom before swimming
6. Wear a rash shirt when swimming

Pre-Swim Check will be completed before each swimming session:

1. Condition of pool / hazards / water quality
2. Suitable swimwear
3. Health / hygiene check – sores, illnesses etc.
4. Sunscreen
5. Toilet stop / shower
6. First aid kit / fluids /hydration
7. Flotation aids on hand
8. Group size and ratios / allocation of staff / swimming buddies

**9. Non-swimmers check and activity assigned**

**Emergency Procedures**

- 1. Attempt communication with swimmer – check for response**
- 2. Alert supervisor**
- 3. Closest adult takes required action – water rescue / aid swimmer – with assistance of flotation aids**
- 4. Supervisor in charge – assesses safety / gives signal to clear water**
- 5. Students leave water with buddies - roll call / buddy check**
- 6. Administer first aid as required**
- 7. Assess safety before re-entering water**

**Beach swimming supervision**

- 1. Water conditions including temperature, waves, possible rips, sudden changes in depth, will be assessed by the supervisor before any children enter the water.**
- 2. Supervisor to set ratio (up to a maximum of 1:5) and swimming group size on the day considering total group size, and skill level.**
- 3. Children will swim in the ocean in small groups with similar ability levels.**
- 4. All children are encouraged to wear a rash shirt or wetsuit.**
- 5. Children will be monitored for getting too cold. Those showing signs of significant chill (blue lips, shivering, and drop in activity level) will be removed from the water and warmed up.**
- 6. Children using kayaks, paddle boards or other water equipment are expected to wear a life jacket.**

**Health and Hygiene**

- 1. No swimming for 2 weeks in the case of diarrhea or vomiting.**
- 2. Open sores must be covered when swimming.**

3. No swimming where there are infectious diseases like school sores or chicken pox – can swim when chicken pox sores are scabbed over.
4. Swimmers should avoid holding their breath and swimming for long distances underwater, due to the risk of “shallow water blackout”.

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## Reviews

Reviewed: Jun 2020

## WET WEATHER POLICY\*

### Rationale

ADS believes there are numerous benefits from children being outside in all weather conditions. Wet weather does not contribute to colds and flu, germs do. Exploring all types of weather, and finding comfort in adverse conditions, are important and valued elements of our nature-based programme.

### Procedure

1. **EXTREME WEATHER:** Indoor venues will be used when weather is extreme (eg high winds, lightning) or children decide to pursue interests which require them to be in the classroom.
2. **APPROPRIATE CLOTHING:** All children are expected to arrive with clothing appropriate to the conditions, and be prepared for changes in the weather.
3. **SPARE CLOTHING:** ADS will not supply wet weather gear but will have a limited number of spare garments.
4. **MONITORING:** Children will be monitored to ensure they don't get very cold. If wet children become cold they will be directed to get themselves changed and be checked to ensure they have warmed up to normal body temperature.
5. **SELF MANAGEMENT:** Children will be encouraged to be responsible for managing their own temperature status.

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### Reviews

Reviewed: Jun 2020

## WORKPLACE SAFETY POLICY

### Rationale

ADS is committed to maintaining a safe and healthy working environment for the safety and health of our employees and other persons in the workplace. As per legislative requirements this policy sets out our responsibilities as an employer and our approach to providing a safe and healthy workplace

[Health and Safety at Work Act \(2015\)](#)

### Office Holder

Anne-Marie Richards is our designated Health and Safety Officer.

### Principles

Health and safety is everyone's business, and everyone is expected to share in our commitment to avoid all accidents and incidents, which may cause personal injury, property damage or loss of any kind. Every employee is expected to act safely at all times to ensure their own welfare and that of their fellow employees and others in the workplace.

We will ensure the safety of employees/staff by:

1. Providing and maintaining a safe working environment.
2. Ensuring all buildings and equipment are safe.
3. Ensuring all employees (including any mobile workers), and other people at (or in the vicinity) of the place of work are not exposed to unmanaged or uncontrolled hazards.
4. Developing and implementing emergency and evacuation procedures.

### Procedures

To achieve this we will:

5. Systematically identify and control all hazards in our workplace. Where there are significant hazards we will take all practicable steps to eliminate, isolate and/or minimise these hazards to prevent any injury or damage.
6. Inform all employees of these hazards and the hazard controls.
7. Ensure all employees are properly trained and supervised.

8. Inform all employees of emergency and evacuation procedures.
9. Record all incidents/accidents in our workplace, follow [Worksafe's guidelines \(under the Notifications section\) for reporting notifiable incidents](#), and take all practicable steps to prevent these events from happening.
10. Carry out planned self-inspections to monitor health and safety issues.
11. Ensure all employees are given reasonable opportunities to participate effectively in ongoing processes for the improvement of health and safety in our workplace.

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## Reviews

Reviewed: Jun 2020

# Programme

## AGGRESSIVE PLAY POLICY\*

### Rationale

At ADS we recognise that it is crucial to enable children to express their feelings in ways authentic to them. Play must also be safe (physically and verbally) for all children attending ADS, so limits will be placed when safety is at risk.

### NZ Curriculum Links

*Vision* > Connected members of communities.

*Values* > Integrity > being honest, responsible and accountable, and acting ethically.

*Health and Physical Education* > Healthy Communities and Environments > Rights, Responsibilities and Laws; People and their environments.

> Personal health and physical development > Personal growth and development.

> Relationships with other people > Identity sensitivity and respect & Interpersonal skills.

### Procedures

1. FACILITATOR'S create an atmosphere in which feelings and ideas can be safely expressed.
2. FACILITATOR'S are responsible to ensure that all children are kept safe from harm.
3. FACILITATOR'S OFFER CHILDREN OPPORTUNITIES to share concerns, and problem solve during play, and after as needed.

4. **COLLECTIVE AGREEMENTS:** Teachers offer space for children to collectively develop their agreements around aggressive play.
  5. **WEAPON PLAY:** If children choose imaginary weapon play, facilitator's will monitor and support the play as needed.
  6. **CHASE GAMES:** Items that could be used as weapons are not to be used in chase games.
  7. **INTERVENTION:** Facilitator's will intervene, explain and redirect if play becomes either physically or verbally aggressive.
  8. **REMOVING ITEMS:** Facilitator's will ask children to put away or remove items used unsafely in aggressive play.
  9. **SUPPORTING STUDENTS:** Facilitator's support children to learn proactive strategies to keep themselves safe, e.g leaving a game or pausing play until the game is re-negotiated to be safe for all.
  10. **INFORMING PARENTS:** Facilitator's will inform parents and discuss children's specific needs if their child is frequently displaying aggressive behaviour.
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## Reviews

Reviewed: Jun 2020

## CHILDREN'S MEETING PROCEDURES\*

### Rationale

To honour the democratic and sociocratic character of our school, children participate in regular meetings.

### NZ Curriculum links

*Vision* > Connected members of communities.

*Values* > Integrity > being honest, responsible and accountable, and acting ethically.

*English* > Ideas > Form and express ideas on a range of topics.

*Health and Physical Education* > Healthy Communities and Environments > Rights, Responsibilities and Laws; People and their environments.

> Relationships with other people > Relationships & Identity sensitivity and respect & Interpersonal skills.

### Procedures

1. ANYONE CAN RAISE an issue or make a proposal in a decision making meeting.
2. FACILITATOR'S AND CHILDREN HAVE THE SAME RIGHTS in sociocratic decision making.
3. AGREEMENT: When participating in a meeting, all participants agree to follow meeting guidelines, or they may be asked to leave the meeting.
4. NOT PARTICIPATING: If someone chooses not to participate in a meeting, they are notified of decisions made afterwards, and expected to abide by those decisions. If they disagree with an outcome, they can raise it at the next meeting.

Meeting processes document (to be finalised)

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### Reviews

Reviewed: Jun 2020

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## CONFLICT RESOLUTION POLICY\*

### Rationale

ADS follows a clear and considered process for resolving conflicts. The process aims to be respectful and considerate of everyone involved, enable all voices to be heard and find resolutions that meet everyone's needs.

### NZ Curriculum Links

*Vision* > Connected members of communities.

*Values* > Integrity > being honest, responsible and accountable, and acting ethically.

*Health and Physical Education* > Healthy Communities and Environments > Rights, Responsibilities and Laws; People and their environments.

> Personal health and physical development > Personal growth and development.

> Relationships with other people > Relationships & Identity sensitivity and respect & Interpersonal skills.

### Procedure

1. Facilitator's and staff are expected to follow restorative processes for resolving conflicts.
2. **TRAINING:** Teachers are offered training to ensure they have the skills to resolve conflicts according to the processes outlined in the ADS Restorative Processes Document.
3. **MEDIATION** is used between children to resolve conflicts that don't get resolved in children's play, and for recurring conflicts.
4. **THE MEDIATION STEPS ARE MODELLED** to children, to build their understanding of mediation.
5. **TRAINING IN MEDIATION:** As children show understanding and readiness, they are offered training in mediation processes.

### References

[ADS Restorative Processes document \(to be completed\)](#)

Mediate your life resources: <https://www.mediateyourlife.com/handouts/>

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## Reviews

Reviewed: Jun 2020

## INCLUSIVE EDUCATION POLICY\*

### Rationale

ADS is committed to providing an inclusive learning environment.

### Principles

At ADS every child has a right to:

- Be treated with respect and dignity
- Be safe physically and emotionally
- Work/ play without disruption
- Have his/ her work protected and treated with respect
- Be heard/ listened to
- Be helped to solve his/ her own problems (and to be supported until they do)
- Be positively encouraged

### Guidelines

1. **THE INDIVIDUAL EDUCATIONAL NEEDS** (i.e. Physical, Intellectual, Emotional, Social, Cultural, and Language developmental needs) of every child should be met during each day.
2. **TEACHERS AND STUDENTS** are responsible for implementing individual learning goals.
3. **ADULTS WILL WORK IN PARTNERSHIP** with skilled and specialist personnel, with parents/ whānau/ caregivers, other care providers, groups and agencies in the educational and wider community.
4. **ADULTS WORKING WITH CHILDREN REFRAIN FROM LABELLING OR MAKING JUDGMENTS** about children.
5. **PARENTS ARE ENCOURAGED** - and the processes within ADS support this process - to communicate information that will help with the promotion of the child's learning journey.

## Procedures

### Positive Guidance

Children will be treated with respect and dignity at all times and given positive guidance to promote developmentally appropriate behaviour to enhance their social competence. ADS believes in the concept of 'Democratic Education' and so children and adults will work together to facilitate the smooth running of the school.

1. **EACH DAY CHILDREN AND ADULTS WILL WORK TOGETHER TO FORMULATE A SET OF RULES AND BOUNDARIES** for the day. Some rules will be preset by the Facilitators e.g. physical boundaries, and others will be formed through discussion with the children e.g. tackling or not tackling in Bullrush.
2. The core unshakable rules are:
  - a. **WE RESPECT OURSELVES AND OTHERS**
  - b. **WE RESPECT THE EQUIPMENT AND ENVIRONMENT**
  - c. **WE RESPECT OTHERS' PLAY**
  - d. **NEVER GO OUTSIDE THE BOUNDARY (WITHOUT AN ADULT)**
3. **DURING MEETINGS, PLAY AREAS ARE CLOSED** and all children are encouraged to participate in meetings, so that their voice is heard and they understand the rules.
4. **IF SITUATIONS ARISE THROUGHOUT THE DAY WHERE THE NEED FOR NEW AGREEMENTS** is identified, the group will come together and add to the contract. All children and adults will have the right to propose new rules or additions to the rules.
5. **WHEN CONFLICTS ARISE** children will be encouraged to resolve the situation themselves. Adults may provide guidance to facilitate this process.
6. **AT NO TIME WILL ANY ADULT ENFORCE PUNITIVE DISCIPLINE** such as physical punishment, isolation from the group or the use of demeaning language.
7. **IN THE CASE OF REPEATED OCCURRENCES OF BEHAVIOR** contrary to ADS Agreements and Values that compromise the physical and emotional safety of children or adults, parents may be contacted and asked to collect the child. Further actions may also be considered in line with the Supporting Behaviour Policy.

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## Reviews

Reviewed Jun 2020

## SUPPORTING BEHAVIOUR POLICY\*

### Rationale

At ADS we believe that strong relationships and community are key to creating a place where people feel safe to learn, feel, grow and be themselves. This is reflected in our values and way of responding to children's behaviour at ADS.

### Principles

Key values that support relationships, learning and behaviour at ADS:

- BELONGING** - children belong to our ADS whanau unconditionally.
- SAFETY/SECURITY** - children experience acceptance from others, allowing them to express themselves and take risks.
- CONNECTION** - children have time and opportunities to build strong relationships with adults and children, based on mutual care and respect.
- AUTONOMY** - children take charge of their learning and make decisions important to them every day.
- COMPETENCE** - children are supported to build their confidence in their areas of strength.
- FUN AND PLAY** - our starting point for learning is child-led, stress-free, active and engaged.
- EQUALITY** - children are in learning partnerships and everyone has a voice at ADS.
- FREEDOM** - children have freedom to explore their interests and curiosities.

The learning environment is set up to support behaviours that are respectful to others, self and the environment:

1. **THE DAILY TIMETABLE IS CO-CONSTRUCTED** with adults and children.
2. **RULES & AGREEMENTS ARE CO-CONSTRUCTED** with adults and children, and a list of the agreed rules are kept and updated accordingly by the Programme Facilitator
3. **EVERYONE HAS A SHARED RESPONSIBILITY** for what happens in the day.

4. **LEARNING** occurs largely through children's self-directed play/inquiry, teacher-directed lessons are in response to needs/interests arising in play/inquiry.
5. **FACILITATORS' APPROACH LEARNING IN DEVELOPMENTALLY APPROPRIATE WAYS**, and focus on children's development of their key competencies.
6. **FACILITATORS' FOCUS ON SOCIAL AND EMOTIONAL LEARNING FIRST.**
7. **FLEXIBILITY IN THE TIMETABLE** allows for children who need extra care, or a break, to take it when it's needed.
8. **FACILITATORS' FOCUS ON CONNECTING WITH EACH CHILD** so they are able to respond to children's specific needs.
9. **LEARNING GOALS** are set with each child to ensure learning is meaningful to them, and they are agents in their learning journey.
10. **LOWER CHILD:TEACHER RATIOS.**
11. **MIXED AGE GROUPINGS** - older/experienced children can act as mediators and mentors in disputes/issues that arise.
12. **WE ENCOURAGE PARENTS** to volunteer on our programmes so they are engaged with their children's learning and children can feel safe while settling into our programmes..

## Procedures

### Minor incidents

#### Minor incidents include:

- Unkind words
- Snatching
- Pushing, hitting, pinching
- Graffiti - on furniture, buildings, other's work or nature

**Teacher response:**

1. Coaching, prompting or redirecting.
2. At a suitable time the teacher/children will have a talk with the child about the impact of their action, reminding them of our ADS values.
3. A child-mediated talk might solve the problem and find a way to make amends.
4. A review meeting might be necessary to change/adjust an ADS guideline.

**Recurring minor incidents**

Recurring minor incidents are any of the above incidents happening repeatedly.

**Facilitator response:**

1. As above.
2. Contact with parents, who will be included in a review/mediation meeting about what's happening for their child.

**Major incidents**

**Major incidents include:**

- Violence toward another person,
- racism/discrimination,
- harassment,
- anxiety/rage attack,
- running away.

Teacher response includes:

1. Ensuring all children are safe.
2. Allowing children time to calm down and take space.
3. Contact parents.
4. When calm, have a quiet talk about what happened for the child, and support the child to find another way to cope when triggered, and also take action to reduce the chance of being triggered (e.g using strategies above).
5. Follow specific behaviour plans if in place.
6. Mediation meeting with those involved.
7. If the behaviour is serious the incident will be recorded in a Behaviour Incident Report and staff will meet with parents to review the situation and come up with a behaviour management plan.
8. A review meeting with all children on ADS guidelines might also be called for.
9. If the unacceptable behaviour continues and all avenues to address it have been exhausted then a decision will be made to exclude the student from the programme, either for a short time, or possibly permanently.
10. All discussions and documentation concerning the behaviour will be kept confidential unless required by law, or when abuse or neglect are suspected.

#### Further information

Influences on our thinking include (and are not limited to)

Dr Laura Markham's work on peaceful parenting

Alfie Kohn's work in motivation (<http://www.alfiekohn.org/>),

Marshall Rosenberg's work in Non-Violent Communication

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#### Reviews

Reviewed: Jun 2020

## **SAFETY AFTERHOURS**

### **Rationale**

As part of our child protection commitment we take care to make sure that our students are kept as safe as possible when leaving our programmes. The policy outlines what steps we take to ensure our students get home safely.

### **Procedures**

- 1) Parents are requested to advise Facilitator's if someone other than a parent will be picking their child up after school. The Facilitator will note this down in the day's programme notes.
- 2) If someone other than the parent arrives for pickup and the Facilitator has not been advised of this arrangement the Facilitator will ring the parent(s) to confirm this was their arrangement.
- 3) If the child will be walking home from the programme alone a consent form will need to be signed by the parent/legal caregiver confirming this is their arrangement.
- 4) If a child is not collected by a parent or authorised caregiver the Facilitator will call the parent(s)/legal caregiver to notify them. If the parent(s)/legal caregiver are not answering their phones the emergency contacts listed for the child will then be called. If all attempts to contact relevant caregivers for the child fail the Facilitator will contact other Aroha Discovery School staff or Board members for assistance to ensure someone remains with the child until they can be collected.
- 5) Repeated problems with picking up on time will result in a meeting between the School Business Manager and whanau of the student to come up with a plan to avoid this issue going forwards.
- 6) If ongoing problems arise with pickups Aroha Discovery School staff will refer to the child protection policy for next steps to ensure the child's safety.

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### **Reviews**

Reviewed: Jul 2020

## TOY POLICY\*

### Rationale

Due to our programme being nature based it is easy for toys to get lost. They can also be points of conflict among children, and can distract from other more beneficial activities, so we request that children do not bring toys to the programme.

### Curriculum Links

Key competency > Thinking

Values > Creativity

### Procedures

1. Children are expected to leave toys at home.
2. If a toy comes to the programme, children can put it in their bag for the day.. If the toy reappears during the day, teachers will put it away and return it to the child at the end of the day.
3. A toy made while on the programme, and taken home, stays at home.
4. Toys do provide children comfort in times of need. ADS provides whanau soft toys, as needed.
5. For new children transitioning to our community and who have a comfort item, we will discuss how this will be handled as part of a new starter plan.

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### Reviews

Reviewed: Jun 2020

# Governance & Management

## FEEDBACK AND COMPLAINTS RESOLUTION PROCEDURE\*

### Rationale

At ADS, we value open communication and raising concerns as they arise. We aim to be open to feedback and improvement, as we recognise that we are all learners in our community. We encourage feedback and concerns to be raised in a way that will remain respectful of everyone concerned. We strongly discourage raising feedback in online public forums such as Facebook. If you would like to raise a concern please follow the following procedure.

### Procedures

The Feedback and Complaints Resolution Policy will be included in the information given to all parents/guardians on enrolment.

### Complaints

In general, if any parent/guardian or child has a complaint about the programme or staff members, they should:

1. **APPROACH THE TEACHER OR ADS EXECUTIVE MANAGEMENT** so they know they'd like to talk with them and agree on a time that suits all parties.
  - a. It is understood that the teacher or ADS Executive Management may raise the matter with other ADS staff as appropriate, unless the parent or child expressly requests this not be done. The teacher or ADS Management will notify the parent or child before raising the matter with others. In the case of a disclosure of abuse or neglect, the [child protection policy](#) will be followed.
2. **AFTER THE CONVERSATION**, agreed actions will take place e.g a new strategy, notify others etc.
3. **AT AN AGREED TIME**, the people involved will review, to see if there is still an issue.
4. **IF THERE IS STILL AN ISSUE**, the parent or child can put the complaint in writing with details of the grievance and desired outcomes to ADS Management. The management of ADS will respond

to the complaint within 14 days - but usually sooner. Where possible, a mutually agreeable outcome will be sought.

5. **IF A PARENT/GUARDIAN WISHES TO TAKE THE MATTER FURTHER**, they can request a third party mediator be brought in. The cost for this may need to be shared by the family and the school.
6. **IF THE PARENT OR CHILD IS STILL UNSATISFIED AT THE END OF MEDIATION** they could approach the Ombudsman or Oranga Tamariki depending on the circumstances.
7. Wherever possible the requests of parents and children will be incorporated in programme planning and design.

### Feedback

1. **ORAL FEEDBACK:** If the parent or child instead wishes to give more informal feedback, they can do so verbally.
2. **TIME NEEDS TO BE CONVENIENT:** The feedback should be given at a time that is convenient for the teacher, so that they can provide their full attention.
3. **WRITTEN FEEDBACK:** Depending on the nature of the feedback, ADS staff may ask for the feedback to be provided in writing so that it can be further considered by the wider ADS teaching or management team as appropriate.
4. **RESPONSE:** Parents and children can expect a response to any feedback to be provided either verbally or in writing as appropriate.
5. **LOG WILL BE KEPT:** A log of all complaints and feedback received and responses given will be kept.
6. **METHODS OF COMMUNICATION:** Careful thought should be given as to whether using social media (for example ADS Whanau Facebook Page) is an appropriate medium to raise concerns or give feedback. As this is a public forum it is usually not the best forum for raising issues in the first instance.

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### Reviews

Reviewed: Jun 2020

## FINANCIAL MANAGEMENT POLICY

### Rationale

ADS is an initiative started by the registered charity Arohanui Learning Communities Trust. As such we wish to set out some guiding principles for how decisions around financial matters are to be made, as well as document key information around our financial management in order to be transparent to our community and potential donors or supporters.

### Policies

#### Taxation

We obtained Charitable Status on 20th Aug 2019. This gives us an exemption from paying income tax and also allows donors to ADS to claim tax rebates at the end of the tax year (on production of a donation receipt from us). ADS is registered for GST

#### Financial contributions

Parents will be charged tuition fees including GST. Contributions above those fees, will be treated as voluntary donations with no GST.

Contributions should be paid at the start of the term if possible, but can be paid in weekly instalments if needed.

If parent contributions are insufficient to cover expenses, additional fundraising activities will need to be undertaken and is the responsibility of the whole ADS community.

A conservative approach to projected enrolments has been taken, assuming a gradual increase in numbers across the year. If extra support is needed for your child to participate effectively in our programme (eg. teacher aide or consulting a specialist ) then the expense for that will need to be met by parents in discussion with us.

Contributions less than full fees are open to negotiation in return for in kind contributions of time or resources.

See our current [Fees Schedule](#) for more details on fees. We aim to keep fee increases minimal from year to year. Sibling discounts are at this time not possible but may be something we introduce as the programmes grow.

#### Donations, Capital Reserves

An aggressive fundraising strategy is required.

Our ultimate aim will be less reliant on parent contributions over time.

#### Staffing

Teaching staff will be paid with reference to State Teacher pay scales but in our formative years it is likely we won't be able to match those rates.

Parent helpers will not be paid.

No other staff (other than teaching staff) will be paid until net income allows.

Fairfield provides arrangements for bathroom cleaning but staff/volunteers are to vacuum/sweep out any rooms used and check the toilets for tidiness and stray items at the end of each day.

For before and after school care. If this is arranged, it will need to be self funding and be separately charged to parents.

#### Opex

We aim to obtain as many resources by donation, or at low cost by making use of second hand or recycled materials.

All expenses in excess of \$200 need to be pre-approved by our Treasurer.

All expenses incurred need to have a copy of a tax invoice/receipt saved to our files and held on hardcopy file for seven years. No reimbursements will be made without a receipt.

### **Surplus**

Any operating surplus in excess of \$5,000 will be diverted to our scholarship fund and our property fund on a 50/50 ratio.

Operating losses in the set-up phases will be covered by a loan at a below market interest rate to be repaid over 2 years to one of the shareholders. Repayments will commence once a net profit position is reached.

### **Audit**

Our year end accounts will be audited as required by the Charities Services.

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### **Reviews**

Reviewed: Jun 2020

## SERVICE & OPERATION REVIEW POLICY

### Rationale

Our ethos is to be a constantly evolving learning community. We encourage frequent pauses for self reflection for every individual in our community and we apply this ethos to the organisation that is ADS itself. As such we schedule regular reviews and checks on all areas of our organisation.

### Process

Each of the following areas shall have review dates scheduled in the Aroha Discovery School gmail calendar:

- Core Policies & Procedures doc annually reviewed and updated
- HR management processes and documentation annually reviewed and updated
- Annual review and monitoring of progress towards achieving equal employment opportunities.
- Annual formal appraisals for staff and board members/professional development plans updated and reviewed every 6 months.
- Strategy planning for the board - including annual review of feedback from funding bodies and stakeholders
- Annual team building event
- Annual General Meeting
- Charities Office Annual Report
- Fire drills scheduled
- Review and action plan formed after receiving whanau survey responses at the end of each term and each holiday programme
- Annual anonymous survey sent out to staff/board members about sexual harassment

In addition to the above exit interviews will also be carried out with any staff leaving the employment of Aroha Discovery School. Specific questions about sexual harrasement and discrimination will be asked to head off any unrecognised issues and ensure our organisations culture remains healthy.

## PRIVACY POLICY\*

### Rationale

ADS is committed to respecting children, families' and staff rights to privacy and having systems, policies and procedures to ensure private data is kept secure and confidential and is collected, stored and shared in line with the requirements of the Privacy Act 1993 or other relevant legislation or law enforcement proceedings. The Privacy Act controls how 'agencies' collect, use, disclose, store and give

access to 'personal information'. Personal information is information about identifiable, living people. Almost every business or organisation that holds personal information is an 'agency'. So, for example, the Privacy Act covers government departments, companies of all sizes, religious groups, schools and clubs.

[Privacy Act 1993](#)

[Office of the Privacy Commissioner](#)

## Principles

Our Privacy Policy is guided by the [12 Principles](#) of the Privacy Commissioner. Some of these are listed below:

**Principle 1:** Personal information must only be collected when: the collection is for a lawful purpose, connected with what the agency does, and it's necessary to collect the information for that purpose.

**Principle 2:** Personal information must usually be collected from the person the information is about. But sometimes it is all right to collect information from other people instead - for instance, when: getting it from the person concerned would undermine the purpose of the collection; it's necessary so a public sector body can uphold or enforce the law; the person concerned authorises collection from someone else.

**Principle 3:** When an agency collects personal information from the person the information is about, it has to take reasonable steps to make sure that person knows things like: why it's being collected; who will get the information; whether the person has to give the information or whether this is voluntary; what will happen if the information isn't provided.

**Principle 8:** Before it uses or discloses personal information an agency must take reasonable steps to check that information is accurate, complete, relevant, up to date and not misleading.

**Principle 9:** An agency that holds personal information must not keep that information for longer than is necessary for the purposes for which the information may be lawfully used.

**Principle 10:** Agencies must use personal information for the same purpose for which they collected that information.

### Officer Holder

As required under the Act, ADS will appoint a Privacy Officer. The current Privacy Officer is Anne-Marie Richards, member of the Executive Management Team.

A privacy officer will:

- be familiar with the privacy principles in the Privacy Act
- work to make sure the organisation complies with the Privacy Act
- deal with any complaints from the organisation's clients/users about possible privacy breaches
- deal with requests for access to personal information, or correction of personal information
- act as the organisation's liaison with the Office of the Privacy Commissioner, in particular report any serious privacy breaches.

They may also:

- train other staff at the organisation to deal with privacy matters
- advise their organisation on compliance with privacy requirements
- advise their organisation on the potential privacy impacts of changes to the organisation's business practices
- advise their organisation if improving privacy practices might improve the business
- be familiar with any other legislation governing what the organisation can and cannot do with personal information.

### Procedures

**Information collection at point of enrolment**

**Reason for collection**

The personal information in the enrolment application form is collected for the purpose of assessing the child's suitability for admission as a student to ADS.

### **Storage**

If the application is successful, this information will be held in a secure form (electronically) for the duration of the child's enrolment at ADS, or seven years, whichever is longest. If the application is unsuccessful or the child leaves ADS, the information will be destroyed within six months of notification. ADS staff set up reminders to ensure information is destroyed on time.

### **Information collection during students time at ADS**

#### **Reason for collection**

Other personal information collected or created during the child's enrolment at ADS is collected for the purpose of tracking the child's progress and assisting teachers and parents to reflect on the child's learning and plan future areas of focus.

#### **Storage**

This information will be held in a secure form for the duration of the child's enrolment at ADS, and will be securely destroyed within three months once the child leaves ADS.

### **Digital images and videos**

Permission is sought, on the enrolment form, for the use of children's digital images in documenting learning in written files sent to whanau, ADS publications (e.g ADS pamphlets about the school), ADS events, and the ADS Community Facebook page.

ADS seeks parent's permission for the use of any images of their children for marketing purposes or external organisations. Whenever possible, images of students will not reveal faces unless specific parental approval is provided.

ADS employees understand that photographic and video footage of children's learning experiences on private devices, are used solely within the context of learning stories, school documentation and group planning.

#### Participation in research or third party initiatives

Separate written consent will be sought from parents/caregivers for any child participating in research undertaken at ADS, or for participation in any other third party initiatives organised by ADS.

#### Sharing of personal information

ADS is committed to keeping children healthy and safe. We may share information with appropriate agencies (such as health and education providers or other agencies involved with your child's life) if sharing that information will protect or improve the safety, health or well-being of a child. ADS by law can always share information with Oranga Tamariki and the Police.

#### Right to view personal information

Parents/caregivers have a right to view all information about their child or themselves that is held by ADS.

#### Privacy breaches

If a privacy breach occurs, it's important we do everything we can to minimise the harm to both the people affected and ADS Space. See Privacy Commissioner [Guidance](#).

#### Steps to follow:

1. **CONTAIN THE BREACH** and make a first assessment
2. **EVALUATE** the breach

3. NOTIFY affected people if necessary
4. PREVENT the breach from happening again
5. DETERMINE if breach needs to be reported to Privacy Commissioner

### Privacy Disclosure Statement

On our enrolment forms we collect personal information from you about your child/ren and your family, including information about:

- Your child/rens name(s)
- Date of birth
- contact information
- Address
- Emergency contact person details
- Previous schooling or ECE experience
- Medical or other needs
- Citizenship/nationality details and proof of these

We collect this personal information in order to:

- assess your child's suitability for admission as a student to ADS,
- track your child's progress and assist teachers and parents to reflect on the child's learning and plan future areas of focus,
- contact parents and caregivers as required

Besides our staff, we share this information with:

- government agencies in order to meet our mandatory reporting requirements for any legally based information requests.

Providing some information is optional. If you choose not to enter all information as requested in our enrolment application form, we may not be able to take forward the application.

You have the right to ask for a copy of any personal information we hold about your child or anyone else in your family, and to ask for it to be corrected if you think it is wrong. If you'd like to ask for a copy of your information, or to have it corrected, please contact us at [admin@arohadiscovery.school.nz](mailto:admin@arohadiscovery.school.nz). We

keep the personal information we hold safe by storing it securely electronically, and only allowing certain staff to access it. We keep people's personal information for seven years or for the duration of the child's enrolment at ADS, whichever is the longest, at which point we securely destroy it within three months by securely erasing all digital or print copies.

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## Reviews

Reviewed: Jun 20

## RESTORATIVE PROCEDURES POLICY\*

### Rationale

This policy outlines processes for teachers and staff when conflicts arise at ADS. These processes apply to challenges that might arise between children, an adult and child, or between adults.

ADS's understanding of conflict is:

*“A time when the actions taken means that there are unmet needs for one or more people involved.”*

### Procedure

1. PEACE MEDIATIONS are called for when: A person or a few people, have a conflict, they haven't been able to resolve it on their own and it is creating a division between people ie, they have lost connection.
2. MEDIATOR: To call a peace mediation a person will find a trained mediator to mediate the process. While one person calls a mediation, the play pauses until the issue is resolved.
3. TIME ALONE: Some people will need empathy on their own, before being able to engage in mediation.
4. Peace mediation process is outlined in the ADS Restorative Processes document.
5. HEALING AND RECONCILIATION PROCESSES are most often used when there is an issue or boundary breach between an adult and child. This might include another adult/teacher from the space too.

### Further links

[ADS Restorative Processes](#) document (to be completed)

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### Reviews

Reviewed: Jun 2020

# Environment

## ENVIRONMENTAL CARE POLICY\*

### Rationale

At ADS, we recognise the importance of caring for the environment. We believe that children who are immersed in nature, playing in and caring for nature from a young age, develop values that support living sustainably into adulthood.

### NZ Curriculum Links

*Values* > Ecological sustainability

*Vision* > Actively involved > Contributors to the wellbeing of New Zealand - social, cultural, economic and environmental

*Science* > Nature of science and all strands.

### Policies

1. **CHILDREN ARE INVOLVED** in caring for the environment.
2. **RECYCLING** is available at Fairfield and children are taught how to separate into different bins and why this is important.
3. **COMPOSTING** is also available at Fairfield and children are taught what is ok to compost.
4. **CLEANING PRODUCTS:** We buy eco friendly cleaning products in bulk wherever possible, and use refill stations to reduce plastic waste.
5. **DISPOSABLE PLASTICS:** We discourage the use of single use plastics, and children talk through issues of single use plastics for play as these issues arise.
6. **RESOURCES:** When purchasing new resources, we look for resources that are high quality, and made with natural resources as much as possible.
7. **WATER USAGE:** During drought, we carefully choose how we use our water.

**Reviews**

**Reviewed: Jun 2020**