



Aroha Discovery School

NURTURING THE LOVE OF LEARNING

## PARENT HANDBOOK

Last updated: 10th Oct 2020 by Anne-Marie Richards

Next scheduled annual review: November 2020

# Table Of Contents

About This Document	5
<b>Our People</b>	<b>6</b>
Lysanne van Zessen Facilitator	6
Mairi Lewis-Smith Facilitator	6
Megan McGovren Assistant Facilitator	6
Anne-Marie Richards School Business Manager	6
<b>Social media</b>	<b>7</b>
<b>Aroha Discovery School Small Beginnings to Great things</b>	<b>7</b>
Starting at	8
Aroha Discovery School	8
Aroha Discovery School Story	8
Aroha Discovery Vision	8
Guiding Principles	8
Core Values	9
Research - further reading	10
Governance	10
Fundraising	11
Location	11
School Terms	12
School holidays	12
Enrolling your child	12
Providing financial support	13
Clothing guidelines	13
Transport	14
Role of the Facilitator	15
Volunteering to be a whānau helper	16
Rationale	16
Role and responsibilities	16
Time commitment	17
Police vetting	17

Leaving Aroha Discovery	17
During your time at Aroha Discovery School	<b>18</b>
School hours and attendance	18
Traffic Management Plan	18
Access to site	18
Staff and parent helper parking	19
Signing in and out	19
Wrap around care	19
Communicating with Parents	20
Community involvement	20
Aroha Discovery talks	20
Other involvement	21
Inclusive Education	21
Positive Guidance	22
Supporting Behaviour at Aroha Discovery	22
Values	22
The learning environment (preventative actions and strategies)	23
Minor incidents	24
Recurring minor incidents	24
Major incidents	25
Mediation Process	25
Health and Wellbeing Policy	26
General	26
Food handling and hygiene	26
Unwell children	26
Medicines	27
Allergies	27
Illness Policy	27
Toileting and Changing Policy	29
Other policies	<b>29</b>
Privacy and use of data and images	29
Health and Safety Policy	30
Risk Assessment & Hazard Management Policy	31
Visitors to Fairfield	31
Supervision plan for excursions	31
Extra guidelines for volunteer supervisors	32
Emergency Procedures and Evacuation Plan	33
Responsibilities	33

Fire Alarm System	34
Assembly Areas	34
Fire	35
Earthquake	35
Tsunami	35
Accidents and First Aid	37
Missing Children	38
Child Protection Policy	38
Wet weather Policy	38
Fire lighting Policy	39
Sun Safe Policy	40
Water Safety Policy	40
Pool Supervision	40
Risk Assessment	41
Emergency Procedures	41
Health and Hygiene	42
Beach swimming supervision	42
Tree climbing policy	42
Feedback and complaints resolution	43
Financial Management	44
Taxation	44
Financial contributions	44
Donations, Capital Reserves	45
Staffing	45
Opex	45
Surplus	45

# About This Document

Welcome to the Aroha Discovery School. We are so glad to have you and your family join us.

This manual sets out **everything you need to know:**

- ❑ before, and
- ❑ after your child starts at Aroha Discovery.

It is a living document and can be added to or amended by agreement of the Aroha Discovery Management Team.

Our vision is for Aroha Discovery School to be governed by **democratic principles** - where everyone has a voice and is valued. Suggestions for changes to any policy can be made in writing to the Management Team by any student, parent, guardian, or Board member. The suggestion will be discussed and decided on at the next board meeting, unless the matter is urgent. All policies will be reviewed annually as a matter of course to ensure they are still relevant.

Parents and carers will be encouraged to attend **Aroha Discovery Community talks** and meetings, and **Parent Workshops** that we may organise from time-to-time.

# Our People

We have a dedicated phone for our facilitators which you can contact them on on the day they are working:  
028 416-7232

**Mairi Lewis-Smith**  
**Facilitator**



[mairi@arohadiscovery.school.nz](mailto:mairi@arohadiscovery.school.nz)

**Megan McGovren**  
**Holiday Programme Facilitator**



**Anne Bielecki**  
**Facilitator**



**Anne-Marie Richards**  
**School Business Manager**



[annemarier@arohadiscovery.school.nz](mailto:annemarier@arohadiscovery.school.nz)

# Social media

[www.arohadiscovery.school.nz](http://www.arohadiscovery.school.nz)

[www.facebook.com/arohadiscovery](https://www.facebook.com/arohadiscovery)

<https://www.instagram.com/arohadiscovery>

## **Aroha Discovery School**

### **Small Beginnings to Great things**

Opening our doors for the first time in 2020, Aroha Discovery School will cater for 5 – 13 year olds, and will be homed in the lush grounds of historic Fairfield House.

...but this is just our starting point...

We are quite passionate about including all age ranges (pre-school to 16 year olds) in our school so we will be looking for a more permanent place to grow and expand into within the next 2 to 3 years. It is an exciting journey and we look forward to travelling it with you!

# Starting at Aroha Discovery School

## Aroha Discovery School Story

Born from the desire of Nelson parents for a more holistic approach to education. The fundamental tenet of our school is that relationships (between students, teachers, parents, nature and the wider community) are the foundation from which students will continually spark their creativity and desire to **learn, grow and thrive as confident individuals.**

The Aroha Discovery School Programs are **future-focused** programmes that run in conjunction with primary schools to harnesses the power of **learning through play and experimentation**, both indoors and outdoors, to facilitate learning around **each child's interests.** We're passionate about learning that is fun, compassionate and creative.

## Aroha Discovery Vision

To enhance the lives of students and the greater community through understanding and better/more fulfilling relationships with one another.

## Guiding Principles

- Everyone is valued and everyone has a voice
- Students are at the centre of their learning
- Nurturing emotional intelligence is as important as nurturing mental intelligence
- Exploring and playing in nature is critical to creating a balance between mind and body
- Everyone is a learner and everyone is a teacher
- Play is regarded as learning
- We are part of and a contributor to a wider community



## Core Values

- **Play and learning in nature:**

We want to help our students form a connection with nature in a positive, meaningful, and hopefully long-lasting way that translates as a way to find comfort and joy, as well as responsibility and advocacy through and beyond schooling.

- **Learning through play:**

Current research shows that play is not a mere past-time but a most effective and natural way in which a child explores and master's new skills and integrates information. We provide an environment in which unstructured play freely occurs.

- **Students taking ownership of their own learning**

The student's learning is, to a very great extent, under the student's own control. In this way a student can genuinely advance at their own pace in response to their unique developmental sequence. Mistakes are regarded as important learning information. The student's learning belongs to the student, therefore the student is responsible to themselves for this learning—a teacher can assist and support, but is not responsible for the outcomes chosen by the student.

- **Close relationships**

We all need to feel we are understood, valued and supported to be able to effectively learn and grow as individuals. At Aroha Discovery School learning to build and maintain healthy relationships (between students, students and teachers, students and parents, students and other adults in the wider community) is central to our students learning and involves established conflict resolution methods for problem solving between individuals. We work on building trust. Teachers are expected to be emotionally nurturing of the children. We encourage parent involvement in the school, whether that be simply being present within the school, teaching their passion or volunteering. Workshops/programmes will also be offered to the (wider) community.

- **Community**

As well as nurturing relationships within the immediate school community we also have a strong emphasis on experiential learning fostering relationships with real world mentors, so students can gain inspiration from these experiences.

- **Participation in rule-making and group meetings**

Student's voices are respected and valued as an important part of the community. We have regular school meetings in which all students are involved in creating and maintaining the structures by which the school functions. All aspects of community life are discussed and a democratic process is followed for making decisions, aiding students to become an effective and contributing member of a democratic society.

We strive to be environmentally friendly and to foster this in our learners. We will use sustainably produced, second-hand or natural products wherever possible. We aim to reduce the amount of waste we send to landfill by recycling and composting as much as possible.

We acknowledge that everyone in the community has something valuable to contribute. The Maori concepts of tuakana-teina (older and younger siblings) and ako ('the teacher is the learner and the learner is the teacher') are deeply embedded in our philosophy.

## **Research - further reading**

If you want to find out more about the research behind our approach, especially if you are needing to convince other family members, please refer to the [Resources](#) section of our website.

## **Governance**

Arohanui Learning Communities Trust is a [registered charity](#) which was setup to operate and provide democratic, holistic education, services and opportunities for children and adults. Aroha Discovery School is one of the trusts initiatives and is being set up as a social enterprise with any profits being invested back into the school, to offer scholarships and eventually acquire our own site.

Arohanui Learning Communities Trust currently has 5 board members - Anne-Marie Richards, Sara Elphick, Velma Vermaat, Peter Washington and Robin Atherton.

We have mentors, whose role is to provide non-binding advice to us on a range of matters. We operate the school along democratic lines - involving parents, students and our wider learning community - in strategic decisions. So you can expect us to organise various workshops and meetings and to provide you with questionnaires and polls to gauge your views. We are also open to having more

Aroha Discovery School © Parent Handbook 2020

parents join the Management team or Advisory Board, or to take on specific operational tasks.

★ *Please enquire if you are interested: [admin@arohadiscovery.school.nz](mailto:admin@arohadiscovery.school.nz)*

Although Aroha Discovery is not (yet) a registered school our policies were adapted (with permission) from [Ako Space](#) who are a registered school; and so align with most Ministry of Education requirements. We are not required to be a registered school when offering specialist programmes such as our one day nature programme but in order for state school's to account for their student's absence we do need to provide sufficient health and safety policies to meet their requirements under [section 71\(1\) of the NZ Education Act](#).

## **Fundraising**

To ensure the ongoing financial sustainability of the school and be able to offer lower tuition fees and scholarships, we need to undertake substantial fundraising activities and seek grants. We are developing a fundraising strategy and welcome parent involvement in this.

★ *Please let us know if you want to be involved in fundraising activities*

## **Location**

Our home-base Nelson's historic Fairfield house, **48 Van Diemen Street**, Nelson South. The holiday programme makes use of the main house and during our nature programme we utilise Fairfield's expansive property as our outdoor classroom. Fairfield also backs on to the Grampian Reserve so there are plenty of grounds right on our doorstep to explore and utilise.

Depending on the programme and what the group decides we also have the ability to make excursions to other places such as the beach, and other reserves around Nelson.

## School Terms

We follow standard school terms, opening for 40 weeks of the year. For 2020 our term dates are as follows:

**Term 3:** Mon **20 Jul** - Fri **25 Sep** (10 weeks)

**Term 4:** Mon **12 Oct** - Thu **17 Dec** (10 weeks)

## School holidays

We do offer a school holiday programme that focuses on being active and mainly outdoors. Information on the latest programme can be found on website at: [www.arohadiscovery.school.nz/holiday-programme](http://www.arohadiscovery.school.nz/holiday-programme)

## Enrolling your child

We take enrolments before the beginning of each term and each holiday. Exceptions to this may be made at our discretion.

If you are interested in finding out more, please contact Anne-Marie our School Business Manager.

Following are the steps for enrolment:

**Enrolment:** Please complete our [online](#) enrolment form.

After completing this form you will be emailed an invoice for payment along with further instructions for enrolment. If you have indicated any medical requirements you will also be asked to fill in additional forms to finalise the enrolment. These will need to be completed before the programme begins.

**Nature Programme First day(s):** In order to support your child's transition to starting on our programme we do offer parents the opportunity to spend some time settling them in on their first few days. We can then discuss a suitable plan, which typically includes up to 2 visits with your child. As we are child-centred and family-inclusive, the transition process is adapted for each family, ensuring everyone feels safe, welcome and accepted at their own pace.

We look forward to stepping through this process with you, sharing our passion for Aroha Discovery and getting to know you and your family!

## Providing financial support

We operate as a not-for-profit social enterprise and programme fees need to cover our costs. Parent contributions are our main source of income for now. We rely heavily on volunteer support from our board and parents to help out with admin etc. Ideally over the course of 2021 we can reach a sustainable financial position so that we can rely less on volunteering.

Please see our [Fees Schedule](#) for further details.

We hope to build up a scholarship fund to provide financial assistance to families that need it. We will make this information available online once we are in a position to offer this.

## Clothing guidelines

We welcome kids to wear whatever they are most comfortable in. Given the nature of our activities, we request that parents provide:

- ❑ A minimum of **1 full set** of spare warm clothing including underwear and socks in a waterproof bag. Thermals are highly recommended for Spring-Winter. **Please put spare clothes into a separate labelled bag**, so these can be left at the Sanctuary while the group are off exploring.
- ❑ **1 sun hat:** A sun hat must be worn when children are outside during Term 1 and 4. During Term 2 and 3, it is recommended they still have a hat included with their spare clothes.
- ❑ **Sunblock**
- ❑ **Plastic bags/wet bag for wet clothes**
- ❑ **Shoes suitable for bush walking**
- ❑ **Gum Boots**
- ❑ **GOOD QUALITY RAINCOAT AND WATERPROOF PANTS**

Waterproof pants are compulsory for wet days. These can be purchased from Conscious Kids, Mud Mates, Mum2Mum, Para Rubber or other outdoor stores. If you are after second hand items you could try a post to our parent facebook page to see if you can get something second hand or check out Trademe.

If toys are brought from home they are the sole responsibility of the students, and are brought in the spirit of showing and sharing with, other children.

We do not allow personal devices or electronic equipment to be brought from home unless we agree as part of a child's individual learning plan, in discussion with parents.

We know it's a pain, but make sure **everything is named** please.

## **Lunches**

We do not have catering facilities at Fairfield, but have a fridge to store food and medicines.

Please provide your child with a generous packed lunch and snacks each day. They will get far more hungry than they do sitting in a classroom all day. We encourage **healthy eating** options, so request that **no 'packaged' foods** such as crisps, biscuits, chocolates, juice, fizzy drinks be supplied. Not having 'packaged foods' also cuts down on rubbish going to landfill. If you are struggling for inspiration, we can give you some suggestions, and perhaps parents will share their lunch box ideas on our Aroha Discovery whanau facebook page. If children bring lollies or juice/fizzy to school, it will be kept safe until after school, when they can take it home.

Please also supply a large drink bottle. We hope to also eventually grow our own vegetables, and perhaps start a free food swap/pantry for families.

## **Transport**

If you are needing support with transport to and from school, please enquire with us. You may be able to organise carpooling with other families through the whanau facebook page.

We may ask parents and Facilitators to transport children in their private motor vehicles for field trips. Permission will be sought from parents as part of the permission slip for the trip. Drivers will also be required to fill in the drivers declaration form, in line with our transportation policy. Parents and teachers helping with transporting children in their vehicles should check with their car insurer that they are covered. Generally, this should be covered unless it starts

to become frequent or you get reimbursed for fuel costs, in which case it would fall under 'mixed use' and not 'private use' any longer.

## **Role of the Facilitator**

At Aroha Discovery we believe that the role of the Facilitator includes:

- Ensuring health and safety needs of the children are met.
- Building strong relationships where people feel safe to learn, feel, grow and be themselves.
- Getting to truly know the whole child and their whānau.
- Maintaining regular communication with whānau.
- Getting alongside children in their play and learning.
- Supporting children in their social, emotional, physical, intellectual and spiritual development.
- Identifying children's interests, and looking for ways to build on and extend these through play and teacher-led opportunities.
- Continually observing and reflecting on the play they see, knowing when to introduce provocations that may serve to lift the cognitive and social skills being explored within the play itself.
- Ensuring they don't take over the direction of play at all, but just offer ideas or prompts if/when needed.
- Knowing when to offer up ideas, or when to stay silent, so as not to interrupt the magic of play.
- Gently supporting children to create and co-create their understanding in our world.
- Focusing on the complex outcomes e.g creativity, curiosity, resilience, agency, rather than particular content knowledge.
- Formatively assessing learning, and aligning it to curriculum documents through observations, learning stories and artifacts.
- Letting go of a particular direction they want children's experiences to take, and being open to where the children take it.

*"Children, through their play, will naturally inquire about the world around them."*

Aroha Discovery School © Parent Handbook 2020

- Gray, 2013.

## Volunteering to be a whānau helper

### Rationale

A big part of our kaupapa is community involvement and the acknowledgement that everyone is a learner and everyone is a teacher. Parents and whānau are encouraged to participate, contribute, learn and share their passions, skills and interests with our learners. They can be helpers, mentors, tutors, and coaches.

### Role and responsibilities

Helper's can come to Aroha Discovery for a particular session/workshop they want to offer, e.g carpentry skills, or yoga. They stay for that time, and then leave once finished with the session. Another form of helping, can be to provide extra support to the children and Facilitator, through supervision and being jointly responsible for the wellbeing of the children in our care. In this case, a whānau helper's role includes helping to ensure that the children's environment is safe and appropriate. Helpers will support children to ensure they are ready and organised with the correct clothing, food/drink and equipment as we head into the outdoors each day.

In both cases, helper's walk the same fine line as facilitators. They need to be there as support people and be another resource for children as they learn through play, while also ensuring that they don't 'take over', or tell them what to do. They can invite children to take risks and try new things. By being present and observing the children at play, helpers can also look for opportunities to help stretch and grow children's learning experiences. A useful guide can be to **'ask first'**, if the children would like help/ideas, before offering up suggestions and advice.

At Aroha Discovery, we look for ways to **empower parents**, as the primary educators of their children. There will be opportunities for parents and helpers to offer their skills and knowledge, in response to the urges and interests of the children.

★ *Please contact Anne-Marie if you would like to help at Aroha Discovery, and we can make arrangements for that.*



Further articles to read on play and our supporting roles: The Power of Play ([http://msue.anr.msu.edu/news/the\\_power\\_of\\_play\\_part\\_5\\_adult\\_roles\\_in\\_childs\\_play](http://msue.anr.msu.edu/news/the_power_of_play_part_5_adult_roles_in_childs_play))

### Time commitment

We do not have any expectations and will ask you in the enrolment form what you might like to offer.

### Police vetting

For peace of mind for our learning community, we ask all whānau helpers that will be actively supervising the children to undergo a Police Vetting check. There is no charge for this. We will ask you to complete the Police Vetting request and consent form and bring in your passport/birth certificate and driver's licence for us to sight. This process can take up to 20 working days to complete so we do need to initiate the process as quickly as possible.

<http://www.police.govt.nz/sites/default/files/publications/pvs-vetting-request-and-consent-form.pdf>

## Leaving Aroha Discovery

You are free to end your child's enrolment at Aroha Discovery at any time, but the following conditions apply for each programme:

**Nature Programme:** We expect a term's notice and payment of those term's fees. This gives us time to fill that vacancy and cover our costs until the vacancy is filled. On enrolling with Aroha Discovery, you sign in the enrolment form to agree to those terms.

**Holiday Programme:** You are free to change your booking up until 7 days before the programme commences. Cancellations or changes requested less than 7 days before the programme commences will incur fees.

Please refer to our [fees policy](#) for further details on both programmes.

# During your time at Aroha Discovery School

## School hours and attendance

The school day begins at **9.00am** and finishes at **2.45pm**. Children can be **dropped off at the venue for the day from 8.45am**, as a facilitator will be there. Parents can stay with children until **9.15am**.

All children must be collected on time at 2.45pm. All unplanned absences, eg. due to illness must be notified to the Facilitator before 9.00am by phone or text. If we don't hear from you, Facilitator's will make contact to check where your child is.

## Traffic Management Plan

We recognise that most, if not all students will arrive by car. With a roll of 16 students that's around 32 car trips a day. We encourage carpooling where possible and (with consent) will provide information on family locations to help facilitate this. We also encourage cycling and walking to the site if at all possible. As we grow, if there is sufficient demand, we may look into offering a school bus.

### Access to site

Aroha Discovery School is located at Fairfield 48 van Diemen Street. The drop off and pick up zone uses the red brick paving at the end of the driveway outside Fairfield house. 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 ask that parents are careful and considerate when driving in Fairfield, **keeping speeds at 5km or below and angle parking appropriately.**

Aroha Discovery School © Parent Handbook 2020



## Staff and parent helper parking

Three parking bays have been reserved for volunteers, you can check with staff where they are. Please only use these, if you are staying to help out for a session.

## Signing in and out

There is no need to sign children in and out. Facilitators will update the daily attendance register. If someone unknown to the facilitator is going to be picking up your child, the parent must personally notify the facilitator in charge (either in person, a note or by text/call) in the morning.

## Wrap around care

If parents require care before 8.45am and/or after 2.45pm, we can give you the details of a couple of local out-of-school care providers that operate in the area and offer a pick-up and drop-off service.

★ *Please enquire with us about your family's needs.*

## Communicating with Parents

Communication generally happens over email. For whanau who are part of our nature programme we have created a private closed **Aroha Discovery Whanau Facebook group** to share notices with parents, and for parents to communicate with each other. If you have enrolled on our nature programme we will send you an invite to join this group. You can choose to invite other close family members (e.g. grandparents) to the group as well, but please do not invite too many people - it is meant for primary caregivers and very close family that have a significant role in your child's life. Photos shared in the Group are private and are not to be reposted or forwarded on to others.

Communications about children's learning will be through regular in person chats with the facilitators, and via learning stories sent electronically. There will also be the option for an 'interview' with the teachers once a term to discuss your child's progress. As for decisions around the operation of our learning community, we want full participation from everyone - parents, students, facilitators, and management. We will hold whole school community meetings from time-to-time to discuss relevant issues. We will also survey parents from time-to-time to gather feedback and we welcome parents (or children) to provide feedback to either facilitators or management at any time. We may ask you to provide the feedback in writing as well if it is something that will require discussion amongst the management team. It is important to raise any concerns about child safety as soon as possible. Please see our Feedback and complaints resolution policy on page 67 of our [Policies and Procedures document](#) for more details.

## Community involvement

Being part of our local community is important to us, and we seek out opportunities to bring the outside world in and take our students into the world beyond the school.

## Aroha Discovery talks

To promote the benefits of our approach to learning and our values to a wider audience, and for our own learning, in collaboration with Ako Learning Space (Auckland) we are looking at organising community talks by respected speakers from a range of fields. These will be advertised to our school community and more widely. The talks are also a good fundraising activity for us.

★ *We welcome suggestions for future talks and/or assistance in organising these.*

## Other involvement

We are also open to members of the local community coming and volunteering as helpers, once they have undergone the appropriate police checks and training. We will seek to bring in people with specialist knowledge to build on our children's learning interests. This may include students from the NMIT department of outdoor education spending some time with us. We also intend to get involved in local sustainability and environmental projects.

★ *Please make suggestions on how else you would like us to engage with local community initiatives.*

## **Inclusive Education**

At Aroha Discovery 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. Facilitators 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 Aroha Discovery support this process - to communicate information that will help with the promotion of the child's learning journey.

## **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. Aroha Discovery believes in the concept of 'Democratic Education' and so children and adults will work together to facilitate the smooth running of our programmes.

- 1) At the beginning of 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.

The core unshakable rules are:

- We respect ourselves and others**
- We respect the equipment and environment**
- We respect others' play**
- Never go outside the boundary (without an adult)**

- 2) All children must participate in the morning korero to understand and agree to the rules
- 3) If situations arise throughout the day where the need for a new agreement 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.
- 4) When conflicts arise children will be encouraged to resolve the situation themselves. Adults may provide guidance to facilitate this process.
- 5) At no time will any adult enforce punitive discipline such as physical punishment, isolation from the group or the use of demeaning language.
- 6) In the case of repeated occurrences of extreme behavior that compromise the safety of children or adults, parents may be contacted and asked to collect the child.

## Supporting Behaviour at Aroha Discovery

### Values

At Aroha Discovery 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 Aroha Discovery.

Key values that support relationships, learning and behaviour at Aroha Discovery:

- ❑ **Belonging** - children belong to our Aroha Discovery 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 Aroha Discovery.
- ❑ **Freedom** - children have freedom to explore their urges and curiosities.

### The learning environment (preventative actions and strategies)

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

- ❑ THE DAILY TIMETABLE IS CO-CONSTRUCTED with adults and children.
- ❑ 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
- ❑ EVERYONE HAS A SHARED RESPONSIBILITY for what happens in the day.
- ❑ LEARNING occurs largely through children's self-directed play/inquiry, teacher-directed lessons are in response to needs/interests arising in play/inquiry.

- ❑ FACILITATORS' APPROACH LEARNING IN DEVELOPMENTALLY APPROPRIATE WAYS, and focus on children's development of their key competencies.
- ❑ FACILITATORS' FOCUS ON SOCIAL AND EMOTIONAL LEARNING FIRST.
- ❑ FLEXIBILITY IN THE TIMETABLE allows for children who need extra care, or a break, to take it when it's needed.
- ❑ FACILITATORS' FOCUS ON CONNECTING WITH EACH CHILD so they are able to respond to children's specific needs.
- ❑ LEARNING GOALS are set with each child to ensure learning is meaningful to them, and they are agents in their learning journey.
- ❑ LOWER CHILD:TEACHER RATIOS.
- ❑ MIXED AGE GROUPINGS - older/experienced children can act as mediators and mentors in disputes/issues that arise.
- ❑ 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..

## Minor incidents

Minor incidents include:

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

Teacher response:

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

## Recurring minor incidents

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

Facilitator response:

- ❑ As above.



- ❑ Contact with parent(s), 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.

Facilitator response includes:

- ❑ Ensuring all children are safe.
- ❑ Allowing children time to calm down and take space.
- ❑ Contact parents.
- ❑ 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).
- ❑ Follow specific behaviour plans if in place.
- ❑ Mediation meeting with those involved.
- ❑ A review meeting with all children on their experience and values might also be called for.

## Mediation Process

When mediating, children will be supported to learn the following model:

### **Facts**

### **Feelings**

### **Needs**

### **Request**

- 1) Person A: Explain what happened, how they felt and what they're needing.
- 2) Person B: Reflects back what person A is needing, then responds with their feelings and needs.
- 3) Person A: Reflects back what person B is needing.
- 4) Work together with the mediator to make requests that meet person A and person B's needs.

### **References:**

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

## Health and Wellbeing Policy

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.

### General

- Children who are unwell may not attend the school. Please see the [illness policy](#) for specific conditions requiring an absence.
- Staff/volunteers must be fit for work.
- Information about children's medical conditions/allergies is collected on enrolment and all staff are made aware of these
- If children have moderate to severe asthma or severe allergies then a personal action plan must be supplied to staff.
- Staff have information on common infectious diseases.
- The school has identified the nearest emergency medical centre and details of its location, hours and contact details are easily accessible for staff.
- Management will ensure staff are kept informed about any medical warnings in the community.
- Healthy eating choices are promoted at the school through information to parents about snacks and lunches.

### Food handling and hygiene

- Staff and children will wash hands before any food handling.
- Children will be reminded of hand-washing after using the toilets, before eating etc.
- Staff will be encouraged to follow basic food safety practices in regards to handling and storage.

## Unwell children

- ❑ 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.
- ❑ PARENTS will be notified and expected to collect the child as soon as possible.
- ❑ 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

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.

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.

All medical records kept by Aroha Discovery are strictly confidential.

All medicines must be clearly labelled, showing the child's name, and dosage.

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 Policy

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:

- ❑ The illness prevents the child from participating comfortably in activities.
- ❑ The illness results in a greater care need than the staff can reasonably provide without compromising the health and safety of the other children.
- ❑ 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:

- ❑ **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**.
- ❑ **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.
- ❑ **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.
- ❑ **Conjunctivitis** - a child should not attend until there is no discharge present.
- ❑ **Head lice** - a child should not attend until treatment has been successful to prevent spreading to others.

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

Please note physical disabilities and special needs should never stop a child attending. Our school is inclusive to all children and special arrangements can be made to suit the needs of all children. Please contact us if you have a child with special needs that you would like to attend.

### Toileting and Changing Policy

- ❑ Children will be accompanied by an adult who will wait outside the toilets
- ❑ Children are encouraged to go in groups with one adult to avoid adults making constant trips to and from the toilets, taking them away from group supervision.
- ❑ 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.
- ❑ Due to the nature of Aroha Discovery, 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 Aroha Discovery, if their child will have trouble with this process for any reason.
- ❑ In case of urgent need to defecate when too far from the toilet or offsite a trowel and toilet paper will be available for use.
- ❑ If children get very muddy, they will have the option of having a shower in the laundry room at Fairfield house. Showers won't be used at other times.

## Other policies

## Privacy and use of data and images

The information in the enrolment application form is collected for the purpose of **assessing the child's suitability** for admission as a student to Aroha Discovery. If the application is successful, this information will be held in a secure form for the duration of the child's enrolment at Aroha Discovery, or seven years, whichever is longest. If the application is unsuccessful or the child leaves Aroha Discovery, the information will be destroyed within six months of notification.

Other personal information collected or created during the child's stay at Aroha Discovery may be collected for the purpose of **tracking learning** and assisting facilitators and parents to reflect on the child's learning and plan future areas of focus. This information will be held in a secure form for the duration of the child's enrolment at Aroha Discovery, and will be securely destroyed within three months once the child leaves Aroha Discovery.

Parents/caregivers have a right to view all information about their child that is held by Aroha Discovery School.

Aroha Discovery will seek parent's permission for the use of any images of their children for marketing purposes. Whenever possible, images of students will not reveal faces unless specific parental approval is provided.

## Health and Safety Policy

Aroha Discovery is committed to maintaining a safe and healthy working environment for the safety and health of our employees and other persons in the workplace. Anne-Marie is our designated Health and Safety Officer.

The full Policies and Procedures manual can be accessed on our website at: <https://arohadiscovery.school.nz/policies/> Among others, it includes the following:

- Policies on sun protection, tool use, tree climbing, wet weather, poisonous plants, play and conflict resolution
- Policies on excursions, toileting, traffic management at Fairfield and visitors
- Policies on [Child protection](#), emergency procedures, health and wellbeing, workplace safety

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 have processes and procedures in place to ensure the safety of staff, volunteers and children including (but not limited to) ensuring the working environment and equipment are safe, providing training, reporting of hazards and incidents and ensuring mitigation plans and evacuation procedures are in place and practiced.

### Risk Assessment & Hazard Management Policy

For the safety of our tamariki, Aroha Discovery management will conduct a safety check and identify any potential hazards before commencement of each term. This may involve liaising with the Fairfield management about eliminating hazards. Aroha Discovery management will ensure that all staff and volunteers will be made aware of these and trained in strategies to minimise the risks. In addition, Aroha Discovery will ensure that our facilitators are conducting regular safety checks of our environment. The 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.

Any new hazards identified will be added to the Risk Benefit Analysis Form. 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.

### Visitors to Fairfield

Fairfield is utilised by many community groups, and visitors or contractors may be on site at times. Fairfield will give us notice of any groups that will be utilising Fairfield. This will not impact on us directly, it is just useful to know when there may be more people and traffic around the complex. Children are observed by the facilitator and/or parent volunteer at all times.

### Supervision plan for excursions

- ❑ At least 1 person with a **current first aid certificate** will be present at all times.

- ❑ Aroha Discovery will operate with an adult: child ratio of no higher than **1 : 8**
- ❑ A minimum of **2 adults** will be present each day.
- ❑ **Parents or other adult family members over 17** may help supervise and contribute to the ratios if they have had training by Aroha Discovery staff, and Aroha Discovery has undertaken a Police Vetting check.
- ❑ All attending children will be **allocated an adult** who will be responsible for knowing their whereabouts at all times.
- ❑ **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.
- ❑ **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.
- ❑ **Regular head counts** will be done throughout the day to ensure the safety of all children.
- ❑ All adults will have a **whistle** and will use it to gather children together whenever necessary. Both children and adults will be given instruction on when and how to use and respond to the whistle.
- ❑ Sometimes volunteers will be involved in the school 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.
- ❑ 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.
- ❑ All children will **wear high visibility vests** at all times when outside the Fairfield grounds. These are only to be taken off when the child returns to the Aroha Discovery whare.

### Extra guidelines for volunteer supervisors

When volunteers are supervising they **should:**

- ❑ be constantly observing all children in the area they are responsible for.
- ❑ watch the play space boundaries constantly (children are to be made aware of these beforehand).
- ❑ position themselves so they can best see all the children.



Volunteers should **not**:

- join in on an activity if they will be unable to maintain good supervision.
- leave the area they are supervising without ensuring it is safe to do so by:
  - asking another adult to supervise the area;
  - 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 teacher as soon as possible if there are any injuries, incidents, dangerous behaviour and unsafe equipment etc.

## **Emergency Procedures and Evacuation Plan**

An emergency situation could arise from either a natural event, such as an earthquake, or result from some sort of man 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.

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. Evacuation procedures should be displayed, clearly indicating where people can assemble safely. Staff will conduct a full evacuation drill twice a term and once a week during the holiday programme to ensure familiarity of all children and adults with the procedures, both within Fairfield grounds and offsite.

### Fire Alarm System

- ❑ 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

In an emergency situation outdoors the whistle will be blown in a distinctive pattern. Three short bursts, then continuously. If indoors you may hear a fire alarm, or the whistle will be used.

### OUTDOORS:

- ❑ In an emergency situation outdoors the whistle will be blown in a distinctive pattern. Three short bursts, then continuously.

### INDOORS:

- ❑ If indoors you may hear a fire alarm, or the whistle will be used.
- ❑ 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.
  - ❑ The evacuation assembly point at Fairfield is northwards down the front lawn at the Assembly Point sign.
- ❑ HEAD COUNT: A head count will be conducted immediately.
- ❑ STAY IN YOUR ASSEMBLY area for a roll call to be conducted.
- ❑ DO NOT ATTEMPT TO ENTER THE BUILDING until the manager or Fairfield, Facilitator or parent volunteer has advised, or until further notice.

## Fire

- ❑ Evacuate as above
- ❑ Do not attempt to put the fire out
- ❑ Keep children at the assembly point until danger has passed

## Earthquake

- ❑ If inside - crouch in safe place, under desk or tables, stay away from windows and cupboards or other objects that could fall. If outside - drop to the ground and adopt the turtle position, tucked in a ball, hands over head.
- ❑ When shaking stops check for injuries and any hazards
- ❑ Be alert for aftershocks.
- ❑ Evacuate as above if aftershocks have stopped or instructed to do so.

## 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

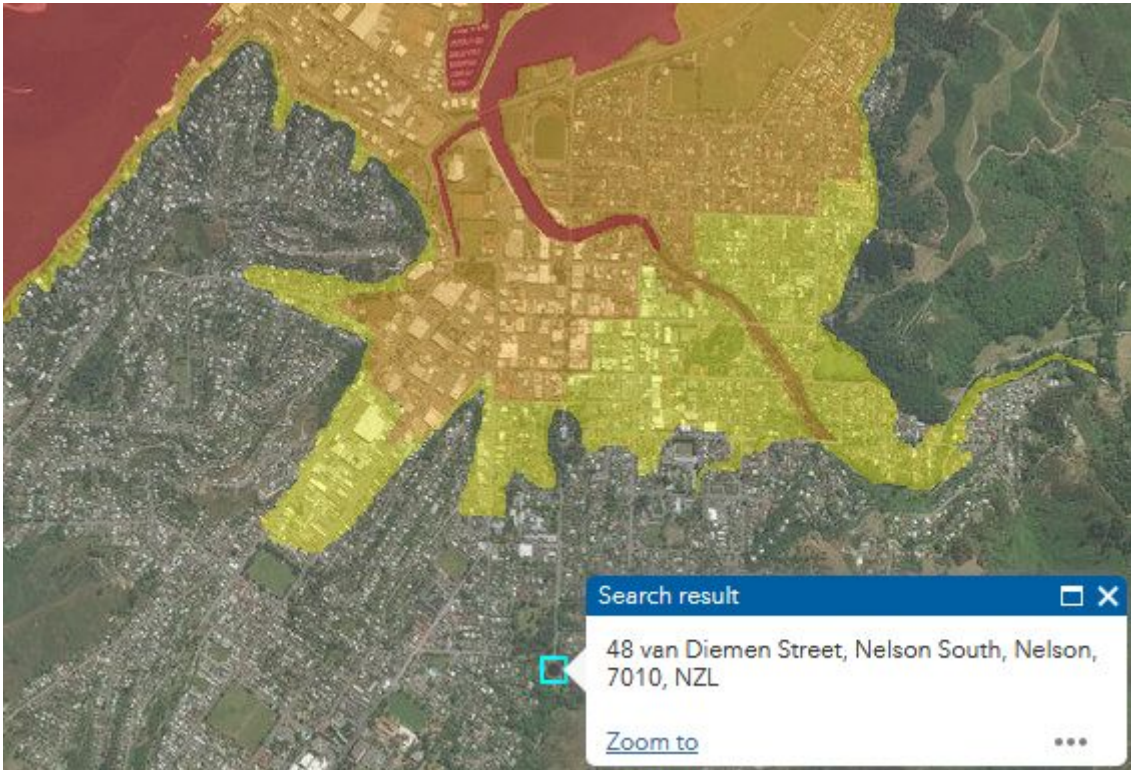
- ❑ Small more frequent tsunamis that are essentially a beach and nearshore hazard.
- ❑ The Red Zone is also the area of greatest impact in a larger tsunami.

#### 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

- ❑ 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.
- ❑ One currently qualified **first-aid person** will be on site at all times.
- ❑ 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:
  - ❑ Parent helper/s will immediately **inform the facilitator.**
  - ❑ Appropriate **first aid** will be administered.
  - ❑ 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.

- ❑ 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.
- ❑ If the situation is urgent, the teacher will take necessary actions and inform parents as soon as it is possible.
- ❑ If a parent/facilitator/child is seriously injured while on an excursion an ambulance will be called, the **parent helper** will go and **signal** the ambulance and the **teacher with first aid training will stay** with the unwell child.
- ❑ All accidents and incidents are recorded (Using accident/incident forms).
- ❑ Minor injuries will be recorded by staff and parents notified at the end of the day.
- ❑ 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:

- ❑ Adults will conduct a thorough search.
- ❑ The school management will be informed as soon as possible.
- ❑ Parents will be contacted
- ❑ If necessary the police will be contacted

## Child Protection Policy

Please see our detailed [Child Protection Policy](#) for more details. The Policy is written under the principle that children and young people attending Aroha Discovery have a right to feel safe and comfortable in that contact. The purpose of the policy is to provide Aroha Discovery 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.

## **Wet weather Policy**

- ❑ Aroha Discovery believes there are numerous benefits from children being outside in all weather conditions. Wet weather does not contribute to colds and flu, germs do.
- ❑ Indoor venues will be used when weather is extreme (eg high winds, lightening) or children decide to pursue interests which require them to be in the classroom.
- ❑ All children should arrive with clothing appropriate to the conditions.
- ❑ Aroha Discovery will not supply wet weather gear but will have a limited number of spare garments.
- ❑ 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.
- ❑ Children will be encouraged to be responsible for managing their own temperature status.

## **Fire lighting Policy**

- ❑ Make sure the first aid kit is suitable for burn treatment
- ❑ Check [current fire risk alert levels](#) to ensure it is safe to alight a fire.
- ❑ Go through the fire making rules with children
- ❑ 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
- ❑ **No fires are to be lit anywhere on the reserve around Fairfield**
- ❑ If offsite and there is a fire pit always use it

- ❑ Select a site that is away from overhanging trees
- ❑ Clear the area of trip hazards and other debris
- ❑ Create a fire circle of 2 meters around the fire pit
- ❑ 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
- ❑ Keep fuel for the fire outside the fire circle
- ❑ Fire making equipment must be kept away from the fire when fire is lit e.g. matches or fire lighter
- ❑ Make sure the fire is of a small and manageable size
- ❑ Have water available before lighting the fire
- ❑ 1 adult inside the fire circle when the fire is lit and the others supervising the children
- ❑ Children are not to be inside the fire circle unless with an adult and then only 1 child at a time
- ❑ When making or cooking on the fire adopt a one-legged kneeling position to avoid overbalancing and tipping forward.
- ❑ After the fire activity make sure the embers are spread and doused with water until completely out and cold. All adults must be familiar with burn treatment first aid.

## **Sun Safe Policy**

During the summer months the following sun safe procedures will be adhered to:

- ❑ Hats worn at all times when not in the shade.
- ❑ Clothes with a good covering of the body to be worn when in the sun e.g boys to keep tops on, rash shirts when on the beach.
- ❑ 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.
- ❑ Sunscreen to be applied in the morning before school by parents and reapplied after lunch.
  - ❑ Parents will be asked to supply named sunscreen in their child's bag.
  - ❑ We will have sunscreen available for children who do not have their own.
  - ❑ Sunscreen will be applied while in small groups with their allocated adult
  - ❑ Children will be encouraged to apply their own sunscreen but will be watched and checked by an adult.
- ❑ Before swimming, any new areas of exposed skin should have sunscreen applied 15 minutes before entering the water.



## Water Safety Policy

Aroha Discovery 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.

### 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 behaviour expectations will be acted on quickly and with no leeway – one warning and then disruptive swimmers will be asked to leave the pool.

### 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:

- Walking around the pool (no running)
- Enter the water safely: feet first - No jumping or diving (unless supervised and in deep water)
- No pushing or dunking
- Tell an adult if you leave the pool

- Use the bathroom before swimming
- Wear a rash shirt when swimming

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

- Condition of pool / hazards / water quality
- Suitable swimwear
- Health / hygiene check – sores, illnesses etc.
- Sunscreen
- Toilet stop / shower
- First aid kit / fluids /hydration
- Flotation aids on hand
- Group size and ratios / allocation of staff / swimming buddies
- Non-swimmers check and activity assigned

#### Emergency Procedures

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

#### Health and Hygiene

- No swimming for 2 weeks in the case of diarrhoea or vomiting.
- Open sores must be covered when swimming.
- No swimming where there are infectious diseases like school sores or chicken pox – can swim when chicken pox sores are scabbed over.
- Swimmers should avoid holding their breath and swimming for long distances underwater, due to the risk of “shallow water blackout”.

#### Beach swimming supervision

- Water conditions including temperature, waves, possible rips, sudden changes in depth, will be assessed by the supervisor before any children enter the water.
- Supervisor to set ratio (up to a maximum of 1:6) and swimming group size on the day considering total group size, and skill level.
- Children will swim in the ocean in small groups with similar ability levels.

- ❑ Adults to form a boundary in the water with a floating rope between 2 adults to form a physical boundary at the deepest point allowed.
- ❑ All children to wear a rash shirt or wetsuit.
- ❑ 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.

## **Tree climbing policy**

We will teach children the following rules to ensure minimum injuries when students are climbing trees:

- ❑ **THE RULE OF THREE.** 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.
- ❑ **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.
- ❑ **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.
- ❑ **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.
- ❑ **ALWAYS THINK ABOUT FALLING** If you keep in mind that you could easily fall at any moment, then chances are you will proceed cautiously.
- ❑ **IF IT DOESN'T FEEL RIGHT, DON'T DO IT** If for any reason you feel uncomfortable with what you're doing, then stop.
- ❑ **DON'T CLIMB 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.

## **Feedback and complaints resolution**

The Feedback and complaints resolution policy will be included in the information given to all parents/guardians on enrolment. In general, if any

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

- ❑ Approach the teacher or Aroha Discovery Management so they know they'd like to talk with them and agree on a time that suits all parties.
- ❑ It is understood that the facilitator or Aroha Discovery management may raise the matter with other Aroha Discovery staff as appropriate, unless the parent or child expressly requests this not be done. The teacher or Aroha Discovery 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.
- ❑ After the conversation, agreed actions will take place e.g a new strategy, notify others etc.
- ❑ At an agreed time, the people involved will review, to see if there is still an issue.
- ❑ 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 Aroha Discovery management. The management of Aroha Discovery will respond to the complaint within 14 days. Where possible, a mutually agreeable outcome will be sought.
- ❑ 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.
- ❑ If the parent or child is still unsatisfied at the end of mediation they could approach the ombudsman Oranga Tamariki depending on the circumstances.
- ❑ Wherever possible the requests of parents and children will be incorporated in programme planning and design.
- ❑ If the parent or child instead wishes to give more informal feedback, they can do so verbally. The feedback should be given at a time that is convenient for the teacher, so that they can provide their full attention. Depending on the nature of the feedback, Aroha Discovery staff may ask for the feedback to be provided in writing so that it can be further considered by the wider Aroha Discovery teaching or management team as appropriate. Parents and children can expect a response to any feedback to be provided either verbally or in writing as appropriate. A log of all feedback received and responses given will be kept.

## **Financial Management**

We have set out some financial management principles.

★ *If you are interested to know more about our financial situation please contact School Business Manager, Anne-Marie.*

## Taxation

- ❑ Aroha Discovery School is governed by Arohanui Learning Communities Trust and is a registered charity. As such we are exempt from income tax.
- ❑ We are registered for GST and our programme prices include GST

## Financial contributions

- ❑ Parents will be charged programme fees. Contributions above those fees, will be treated as voluntary donations with no GST.
- ❑ Contributions may be paid in instalments at the discretion of the Aroha Management team.
- ❑ If the school's current enterprises and parent contributions are insufficient to cover expenses, additional fundraising activities will need to be undertaken and is the responsibility of the whole Aroha Discovery community.

## Donations, Capital Reserves

- ❑ An aggressive fundraising strategy will be required.
- ❑ Our ultimate aim will be less reliant on parent contributions over time.

## Staffing

- ❑ Parent helpers will not be paid.
- ❑ No other staff (other than teaching staff) will be paid until net income allows.

## Opex

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

## 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.