

Copy for Parent to Keep

Rural Scholars Early Learning Centre Terms of Enrolment

I have read and accept the **Terms of Enrolment** as set out below.

1. I/We will not bring my child/tamaiti to Rural Scholars in the event of any signs of illness or any infectious illness. Any infectious diseases are listed on New Zealand Ministry of Health Infectious Disease list, or if your child has head lice.
 2. I/We authorise the teachers/kaiako to administer medicine provided by me for my child/tamaiti, and in the event of an accident, to seek medical advice as the teachers/kaiako think necessary in my child's best interest. (Medicine will only be administered to a child with the parent's written consent, correct name on the bottle and within the use by date).
 3. I/We will notify the preschool in writing if anyone other than those listed are to collect my child/tamaiti from Rural Scholars Early Learning Centre. I understand my child/children must be kept in the preschool until such permission is given.
 4. I/We acknowledge that my child/tamaiti enters Rural Scholars Early Childhood Centre at my own risk and that although proper care will be exercised at all times, the preschool will not be responsible for any misadventures.
 5. I/We will comply with the policies and regulations that govern Rural Scholars Early Learning Centre. (Operations manual can be viewed on request, regulations and licensing criteria are displayed on the notice board).
 6. I/We will notify the preschool two weeks before in writing if my child/tamaiti is to be absent. This notification needs to be signed, dated and given to the manager.
 7. I/We agree for our child/tamaiti to attend centre outings i.e. farm walks, visits to the library etc.
 8. I/We agree to all the conditions as stated in the brochure regarding the payment of school fees, i.e. payment of fees is by the due date or 5% penalty will be charged every week until the account is paid in full.
 9. I/We agree to pay on demand all reasonable collection charges and legal costs incurred as a result of my/our default.
 10. I/We will give a minimum of two weeks written notice before withdrawing my child/tamaiti from Rural Scholars Early Learning Centre.
 11. I/We acknowledge that if my account becomes overdue and no attempt at repayment has been made within five working days after a reminder notice has been issued my spaces will be cancelled.
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12. A holding fee of 50% will be charged for any holidays taken by your child. If leave exceeds 21 day, funding is stopped and children/tamariki spaces will be lost.
13. I/we will agree to drop off and pick up our child/tamaiti at the agreed on times. A late fee of \$20 will occur per 15 minute period to parents that have not contacted the centre.
14. I/we understand our child's learning journal will have documentation in accordance to the hours they attend.
15. Work and Income (WINZ) must be contacted before your child/tamaiti starts at Rural Scholars, if you are applying for WINZ funding and it isn't processed at the start of enrolling you are liable for any outstanding amounts.

Parents/Guardians Signature..... Childs Name.....

Supervisors Signature..... Date.....

I have received a copy of **'Reducing food-related choking for babies and young children at early learning services'** (2020) within the enrolment pack.

I have read and understood the guidelines prescribed by the Ministry of Health, and understand that Rural Scholars promotes these guidelines for parents/whānau when packing their child's lunchboxes, but it is the parents/whānau decision about what they pack for their child/tamaiti to eat as long as it aligns with our Food/Kai and Nutrition Policy.

Parents/Guardians Signature

Date.....

Early Learning Centre

Philosophy/Kaupapa

- At Rural Scholars Early Learning Centre, we encourage tamariki (children) to form respectful and reciprocal relationships with our kararehe (animals), fostering them to develop the skills to nurture and care for their well-being.
 - We believe that encouraging whakaute (respect) and takohanga (responsibility) for our animals fosters these dispositions in our tamariki, along with empathy and aroha (love).
 - Caring for our kararehe includes regular visits to the farm where tamariki are immersed amongst Papaūānuku (Earth Mother). Tamariki have the opportunity to explore as curious learners engaging their senses in the natural world.
 - We believe there is no such thing as bad weather, only bad clothing, providing authentic learning opportunities amongst the elements of Ranginui (Sky Father) to foster the tamariki understanding and knowledge of the world around them.
 - Rural Scholars Early Learning Centre is committed to bi-culturalism and actively promotes te reo me tikanga Māori in authentic and meaningful ways to our ākonga (learners) and whānau (family).
 - We endeavor to foster and educate our tamariki and whānau of the importance of sustainability, weaving it throughout our programme and practices. This reinforces our respectful relationship for Papatūānuku.
 - Our practices, programme and environment meaningfully and purposefully reflects Pasifika cultures and values through fa'aloalo (respect), alofa (love), auai (belonging) and talanoa (discussions).
 - Our kaiako (teachers) purposefully provide rich and exciting learning experiences that promote a sense of pono (self-belief), māia (confidence) and competence.
 - We believe tamariki learn through play, and we empower them to learn and grow through responsive and reciprocal relationships with people, places and things.
 - We work alongside each tamaiti (child) to support their strengths and interests, noticing, recognising and responding to their interests, knowledge, development and dispositions to meaningfully foster their well-being.
 - We encourage challenge, risk, participation and independence as we recognise this fosters tamariki pono (self-belief) to be affirmed and enhanced.
 - We provide an environment that is rich in the curriculum domains (literacy, mathematics, science, technology, the arts and ICT) and foster learning experiences and topics that explore a diversity of languages and cultures to support our tamariki to be open minded and accepting members of our society.
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- Links to the wider world of family and community are an integral part of our curriculum, celebrating with our whānau birthdays, cultures, special family occasions, successes and the learning that each tamaiti is involved in.
- We recognise that tamariki learn and develop holistically, needing their physical, mental and emotional, spiritual and social wellbeing's to be nurtured alongside one another.
- Kaiako (teachers) plan for, implement and assess each child's learning and development, and document this in their learning journals. Teachers discuss and make decisions for the provision of high quality care and education at fortnightly planning meetings.
- Rural Scholars Early Learning Centre is a place where tamariki and their whānau, and kaiako are valued and nurtured.
- We build warm and meaningful relationships based around respect with our tamariki, whānau, community and each other.
- We celebrate diversity, identity, individualism and welcome everyone into our inclusive environment.
- Our kaiako attend regular Professional Development to continue evolving as an effective educator having knowledge and an understanding of current research, ideas and beliefs to positively inform their practice.



Policy

For Infants and Toddlers: a philosophy of respect, trust and care

The under-two's philosophy follows our guiding document, Te Whāriki (Ministry of Education, 2017), at the core of our curriculum. The under-two's rhythm, and routines are inspired by the beliefs and teachings of Dr. Emmi Pikler.

- Infants and toddlers will be cared for with a deep respect by teachers/kaiako who understand their unique ways of developing and learning
 - We use caregiving as the curriculum for our infants and toddlers as essential learning is taking place during caregiving routines
 - Teachers/kaiako will observe infants and toddlers to ensure that they are in-tune with their body language, cues and gestures
 - We follow each individual child's routines, working in partnership and collaboration with each other
 - Teachers/kaiako will be calm, relaxed and provide unhurried respectful care and education
 - We will plan peaceful environments which encourage infants and toddlers to explore
 - Freedom of Movement - We believe that each child develops at their own pace, therefore we believe not to put a baby into a position that they cannot get themselves in or out of, along with not using high chairs
 - Responsive teachers/kaiako will support infants and toddlers by interpreting and verbalising their emotions and desires
 - Teachers/kaiako will tune into infants by having eye contact, wait, watch, gentle touch and by speaking to the infant, telling them what is going to happen
 - There will be time for uninterrupted play, freedom to explore and interact with other tamariki
 - We believe that it is important for infants and toddlers to explore the natural world. therefore our motto is "there is no such thing as bad weather, just bad clothing"
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- Only an emotionally satisfied child can be absorbed in an activity
- Partnership with parents, families/whānau are key. We value parents, families/whānau as first teachers/kaiako and appreciate the knowledge they share with us
- Parents, family/whānau are welcome to ring or visit at any time. We have an open-door policy
- Children/tamariki have involvement in their care routines. This allows the child/tamaiti to become an active participant
- We value each and every individual child/families/whānau culture and beliefs
- Transitions are based on when the child/tamaiti is ready, not on the child's age
- Teachers/kaiako will undertake professional development to ensure that they are aware of the most current and up to date information
- The Kiwi Room will be kept clean and tidy, with it being represented regularly as we believe that the children are more attracted to a tidy, well-presented beautiful environment
- Primary caregiving is practised. One teacher/kaiako takes a lead role in caring for a small group of children/tamariki, to support their individual needs and interests
- Te Whāriki clearly states that an infant's ability to thrive and learn is reliant on the establishment of reciprocal, intimate, responsive and trusting relationships



Early Learning Centre

Daily Programme Kiwi Room (Under Twos)

He taonga te mokopuna kia whānga, kia tipu kia rea –
A child is a treasure to be nurtured to grow, to flourish

- 7.45am – 9.15am **Welcoming and settling** - Families/whānau are welcomed. Kaiako spend time communicating with parents/whānau about special requirements needed for their child's/tamaiti day, and settling
- 9.15am – 10.00am **Kai time** - The children/tamariki begin hand washing with the support of their teacher's/kaiako, and helping to set the table. These opportunities foster the children's agency, supporting their sense of responsibility and well-being. The tamariki are encouraged to sit at the table and join for karakia, valuing tikanga (Māori way of doing). Following this, the tamariki begin their kai, with health and nutrition being promoted.
- 10.00am – 11:30am **Free play and active exploration** - Children are encouraged to explore and discover amongst the learning opportunities provided in the indoor and outdoor environment. The environment will promote the development of social interaction skills, respect and peaceful exploration through meaningfully planned and spontaneous opportunities based on children's interests. The teacher's/kaiako will spend quality time interacting and fostering respectful and meaningful relationships, as we recognise it is the foundation for healthy development.
- Whāriki/whānau times occur spontaneously fostering children's interest in music and movement, and early literacy. These opportunities may include songs, dancing, books, board stories or puppets.
- Planned excursions may occur during this time to the farm or within our local community, providing children with the opportunity to strengthen their relationship with Papatūānuku (the Earth Mother), Ranginui (the Sky Father) and our animals through peaceful interactions. We believe 'there's no such thing as bad weather, only bad clothing', utilising the sensory experiences that the weather offers us.
- 11.30am – 12.00pm **Kai Time** – The tamariki are once again supported by their kaiako to wash their hands, set the table and join for karakia, followed by lunch. Meal times are at an unhurried pace, allowing the tamariki to peacefully make decisions from their lunch box and mindfully enjoy their kai.
- 12.00pm – 2.30pm **Sleep/rest or free play and active exploration** - During this time, many of the tamariki are supported to unwind for a rest or sleep/moe. Children who don't sleep at this time have the opportunity to further engage in free play and active exploration
- 2.30pm - 3.00pm **Kai time** – tamariki are supported in their kai time ritual, coming together to enjoy their kai
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3.00pm - 3.45pm **Free play and active exploration, and farewell** – Tamariki have the opportunity to further explore through play. Teacher's/kaiako take the opportunity to greet, and share the child's day with their parent upon arrival, fostering open communication and respectful relationships.

3.45pm – 5.30pm The tamariki are joined by some of the older tamariki, fostering the concept of tuakana – teina (older child supporting the learning of a younger child) in free play and active exploration in either the inside or outside environment.

- The daily programme is very flexible and responsive to the needs of every individual child, therefore children's care moments (kai, bottles, nappy changes and sleeping) always come first.

“Care moments are the most important moments in a child's life, and the relationship between the child and caregiver is the foundation for responsive and respectful practice”

– Emma Pickler

- Tamariki/children have opportunities for exploration in both indoor and outdoor environments on a daily basis, being enriched with learning experiences that encapsulate the curriculum domains of literacy, mathematics, science and technology.



Early Learning Centre

Daily Programme Pukeko Room (Over Twos)

He taonga te mokopuna kia whānga, kia tipu kia rea –
A child is a treasure to be nurtured to grow, to flourish

- 7:45 – 9.00am **Welcoming and settling** – Families/whānau are welcomed on arrival, with teachers/kaiako spending time communicating through korero (discussions) with them about the needs for their child's/tamaiti day. Tamariki/children are supported and encouraged to begin exploring the learning environment
- 9.00 - 9.45am **Free play and active exploration** - Children are encouraged to explore and discover amongst the learning opportunities provided in the indoor and outdoor environment. The environment will promote the development of social interaction skills, respect and peaceful exploration through meaningfully planned and spontaneous opportunities based on children's interests. The teacher's/kaiako will spend quality time interacting and fostering respectful and meaningful relationships, as we recognise it is the foundation for healthy development, along with offering scaffolding and challenges to further promote curiosity and extend upon their learning.
- 9.45 - 10.00am **Whāriki time** – The tamariki join together to share, celebrate and engage in activities that promote korero (discussions), whakarongo (listening) and knowledge of the world around us. Kaiako offer rich learning experiences embedded within our centre philosophy and foster children's interests. These opportunities may include, but are not limited to, waiata (songs), dancing, books, board stories or puppets promoting early literacy and communication.
- 10.00 – 10.30 **Kai time** – The children/tamariki begin hand washing with the support of their teacher's/kaiako. They are encouraged to sit at the table and join for karakia, valuing tikanga (Māori way of doing). Following this, the tamariki begin their kai, with health and nutrition being promoted. Kai time is recognised as an opportunity to foster the children's agency, supporting their sense of responsibility and well-being. Jugs of water and cups are placed at low levels for tamariki to freely access, along with spoons. This enables the tamariki to make decisions from their lunchbox independently.
- 10.20 – 11.45 **Free play and active exploration** – The tamariki are once again encouraged to explore and discover amongst the learning opportunities provided in the indoor and outdoor environment. All children will be encouraged to spend quality time in the outside environment at some time during the day, recognising the value of fresh air and active movement for growing bodies and minds.
- Planned excursions may occur during this time to the farm or within our local community, providing children with the opportunity to strengthen their relationship with Papatūānuku (the Earth Mother), Ranginui (the Sky Father) and our animals through peaceful interactions. We believe 'there's no such thing as bad weather, only bad clothing', utilising the sensory experiences that the weather offers us.
- 11.45 – 12.00 **Whāriki time** – The tamariki are actively involved in whāriki time, delighting in new challenges, flourishing relationships and new-found knowledge which is fostered by the kaiako and their planned learning opportunities.
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- 12.00 - 12.30 **Kai time** – The tamariki come together to peacefully and mindfully enjoy their kai at an unhurried pace following karakia. The teachers support and role model healthy eating through enjoying their own kai alongside the tamariki, while offering support and encouraging the children’s independence. This time also fosters tamariki unwinding for those needing a rest or a moe (sleep) after lunch.
- 12.30 - 2.15 **Free play and active exploration / Quiet rest or sleep time** – The need’s of each individual tamaiti (child) are fostered at this time, offering children opportunities of free play and active exploration in our indoor and outdoor learning environment, quiet and peaceful activities for those who need a rest, or providing those who need a sleep either in the Sleep Room or on the couch.
- 2.15 – 2.30 **Whāriki time** – This final whāriki time brings the tamariki and kaiako together once more before the end of the day. This whāriki is used to support the tamariki unwinding and reflecting upon their rich and busy day full of learning and adventures. New activities may be introduced, or a particular favourite may be revisited. The kaiako are also preparing to greet parents/whānau to share their children’s day with them and farewell the tamaiti.
- 2.30 - 3.00 **Kai time** – The tamariki are supported to foster the needs of their bodies through their kai ritual. Following karakia, the children eat their afternoon kai while engaging in reflective korero (discussions) about their day. The kaiako continue to engage and interact with parents/whānau, and farewell children going home.
- 3.00 - 3.30 **Tidy up time** – The kaiako and tamariki work collaboratively to tidy up the learning environment and prepare for the following day. Children have quiet and peaceful exploration with their kaiako in either the inside or outdoor environments.
- 3.30- 5.30 The tamariki join the Preschool and Kiwi Room tamariki, fostering the concept of tuakana – teina (older child supporting the learning of a younger child) in free play and active exploration in either the inside or outside environment.

- The daily programme is very flexible and responsive to the needs of every individual child, therefore children’s care moments (kai, bottles, nappy changes and sleeping) always come first.

“Care moments are the most important moments in a child’s life, and the relationship between the child and caregiver is the foundation for responsive and respectful practice”

– Emma Pickler

- Tamariki/children have opportunities for exploration in both indoor and outdoor environments on a daily basis, being enriched with learning experiences that encapsulate the curriculum domains of literacy, mathematics, science and technology.
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Daily Programme Preschool Room

He taonga te mokopuna kia whānga, kia tipu kia rea –
A child is a treasure to be nurtured to grow, to flourish

- 8:30 – 9:30am** **Welcoming and settling** – Families/whānau are welcomed on arrival, with teachers/kaiako spending time communicating through korero (discussions) with them about the needs for their child's/tamaiti day. Tamariki/children are supported and encouraged to begin exploring the learning environment
- 9.30 – 10.00am** **Free play and active exploration** - Children are encouraged to explore and discover amongst the learning opportunities provided in the indoor and outdoor environment. The environment will promote the development of social interaction skills, respect and peaceful exploration through meaningfully planned and spontaneous opportunities based on children's interests. The teacher's/kaiako will spend quality time interacting and fostering respectful and meaningful relationships, as we recognise it is the foundation for healthy development, along with offering scaffolding and challenges to further promote curiosity and extend upon their learning.
- 10:00 – 10:15am** **Whāriki time** – The tamariki join together to share, celebrate and engage in activities that promote korero (discussions), whakarongo (listening) and knowledge of the world around us. Kaiako offer rich learning experiences embedded within our centre philosophy and foster children's interests. This particular whāriki time encourages children's familiarity with number, colour, and letters through diverse and interactive opportunities. This is seen as a valuable time to foster developing skills for school, and kaiako support the engagement and success of all ākongā (learners) in the learning opportunity being provided.
- 10:15 – 10:45am** **Kai time** – The tamariki practice good hygiene washing their hands before collecting their lunchboxes to sit at the table. Together the tamariki and kaiako join for karakia, valuing tikanga (Māori way of doing). Following this, the tamariki begin their kai making a healthy choice of either a serving of fruit or vegetable. This supports health and nutrition being promoted, encouraging tamariki to recognise kai that will sustain their body for a rich and full day of learning. Kai time is also recognised as an opportunity to foster the children's agency, supporting their sense of responsibility and well-being. Jugs of water and cups are placed at low levels for tamariki to freely access, along with spoons and safe cutlery. This enables the tamariki to make decisions from their lunchbox independently, encouraging them to cut or open their own fruit or packages. When the tamariki have finished their kai, they sit quietly and patiently with their lunch box packed up, using sign language to communicate to the kaiako that they are ready to leave the table. Each child takes responsibility for putting away their belongings, including stacking their chair and washing their hands and face before moving off into the learning environment.
- 10.45 – 12:00pm** **Free play and active exploration** – The tamariki are once again encouraged to explore and discover amongst the learning opportunities provided in the indoor and outdoor environment. All children will be encouraged to spend quality time in the outside environment at some time during the day, recognising the value of fresh air and active movement for growing bodies and minds. Age appropriate challenges are provided daily to extend upon children's developing working theories and support their growth and development.

Planned excursions may occur during this time to the farm or within our local community, providing children with the opportunity to strengthen their relationship with Papatūānuku (the Earth Mother), Ranginui (the Sky Father) and our kararehe (animals) through peaceful interactions. We believe 'there's no such thing as bad weather, only

bad clothing', utilising the sensory experiences that the weather offers us. Our van also aids our active involvement and exploration within our local community and events, allowing us to participate and go on excursions. This fosters our children's sense of belonging within our community and inspires curiosity and exploration of the world around us.

- 12:00 – 12:15pm** **Whāriki time** – The tamariki are actively involved in whāriki time, delighting in new challenges, flourishing relationships and new-found knowledge which is fostered by the kaiako and their planned learning opportunities. This whāriki time is often guided by the current learning interests or topics which are being explored, fostering children's in-depth knowledge of various cultures and languages, and curriculum domains such as science, mathematics, literacy, technology and ICT.
- 12:15 – 12:45pm** **Kai time** – The tamariki come together to peacefully and mindfully enjoy their kai at an unhurried pace following karakia. The teachers support and role model healthy eating through enjoying their own kai alongside the tamariki, while offering support and encouraging the children's independence. The tamariki are immersed in an environment with emphasises the importance of, and reflects the practice of Reduce, Reuse and Recycle. Kaiako support tamariki to minimise waste through utilising our chicken scrap bin, worm scrap bin and recycling bin. We believe this is an important aspect of our philosophy and programme as it instils dispositions such as respect for our natural world from a young age.
- 12.45 - 2.45pm** **Free play and active exploration / Quiet rest or sleep time** – The need's of each individual tamaiti (child) are fostered at this time, offering children opportunities of free play and active exploration in our indoor and outdoor learning environment or quiet and peaceful activities for those who need a rest. Tamariki who need a sleep are offered the couch or a stretcher in a quiet corner of the classroom.
- 2.45 – 3:00pm** **Whāriki time** – This final whāriki time brings the tamariki and kaiako together once more before the end of the day, and the opportunity to revisit our learning. This whāriki time is used to support the tamariki unwinding and reflecting upon their rich and busy day full of learning and adventures. These opportunities may include, but are not limited to, waiata (songs), dancing, books, board stories or puppets promoting early literacy and communication. The kaiako are also preparing to greet parents/whānau to share their children's day with them and farewell the tamaiti.
- 3:00 – 3:30pm** **Kai time/ Tidy up time** – The tamariki are supported to foster the needs of their bodies through their kai ritual. Following karakia, the children eat their afternoon kai while engaging in reflective korero (discussions) about their day. The tamariki are encouraged to pack their own bags for home time developing responsibility for their belongings. The kaiako continue to engage and interact with parents/whānau, and farewell children going home. The kaiako and tamariki work collaboratively to tidy up the learning environment and prepare for the following day. Children have quiet and peaceful exploration with their kaiako in either the inside or outdoor environments.
- 3.30- 5.30pm** The tamariki join the Pukeko and Kiwi Room tamariki, fostering the concept of tuakana – teina (older child supporting the learning of a younger child) in free play and active exploration in either the inside or outside environment.
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Providing Positive Guidance Policy

Purpose:

To have a manageable, positive procedure that allows the emotional well-being of the children/tamariki who attend Rural Scholars Early Learning Centre to be nurtured.

Supporting children/tamariki to learn the limits and boundaries of acceptable behaviour and develop social competency guided positively by teachers/kaiako.

The service curriculum supports children's developing social competence and understanding of appropriate behaviour. (C10)

Rationale:

This policy helps to ensure the service curriculum supports and positively guides the development of children's social competency and their ability to establish and maintain appropriate relationships with other children and adults. (C10)

Teachers/kaiako are required to promote pro-social skills at all times during the day.

Manners, respect of the environment and respect for others is paramount. Respecting all children/tamariki as individuals and providing positive nurturing guidance is crucial for quality of care.

Procedures:

- Children/tamariki are treated with respect care and consistency in a positive way.
 - Teachers/kaiako are aware of a wide range of teaching strategies to put into place to support children/tamariki social competences.
 - Teachers/kaiako identify, praise and support appropriate behaviours. E.g "I like the way you...."
 - Teachers/kaiako will seek opportunities to offer positive attention.
 - Kaiako will be positive role models and start each day in a positive way.
 - Strategies are used for re-direction of behaviour, i.e., guide child/tamaiti towards more appropriate activity. Kaiako will teach children/tamariki skills and language that they can use when working alongside others.
 - Always offer the child/tamaiti an explanation of why a certain behaviour is unacceptable and what could be done for behaviour to be acceptable. E.g Please keep your feet on the floor, tables are for food and we don't want them to get dirty.
 - Kaiako recognise that children/tamariki should be given the opportunity to solve their own conflicts at times.
 - Teachers/kaiako will allow the child/tamaiti time to correct his or her behaviour, i.e., "I will have to put the paints away if you continue to use them in that way." Teacher's/kaiako will remove the toy, activity or object that is central to the behaviour after a warning and explanation has been given.
 - Extreme behaviour may result in 'inclusionary time-out', i.e., if behaviour is distracting or upsetting other children/tamariki, a teacher/kaiako will go with the child/tamaiti and together they will have some time away from the other children/tamariki.
 - Teachers/kaiako will always talk in terms of behaviour, this way the behaviour, and not the child/tamaiti, will be rejected.
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- Kaiako will inform parents, families/whānau of unacceptable behaviours and the strategies they have used and the outcomes.
- Teachers/kaiako will work together with parents, families/whānau to individualise positive guidance management plans where appropriate.
- Teachers/kaiako recognise the need for consistency in dealing with all inappropriate behaviours.
- We are a “**no hitting**” zone. This applies to children/tamariki, teachers/kaiako, parents, family/whānau, and visitors to the centre.
- Relievers will be informed of this policy on induction.
- Teachers/kaiako encourage parents, families/whānau to inform them of any new behaviours happening at home that may affect the child/tamaiti behaviour at the centre.

Procedure:

For the rare occasion of exceptional challenging behaviour.

- Teachers may need to record the occurrence of a behaviour of an ongoing behaviour to determine if there is a pattern.
- Where a child's/tamaiti challenging behaviour persists, parents, families/whānau will be informed and involved in developing an individual behaviour plan which will be consistent between the home and centre environments.
- If the child's behaviour continues to be unmanageable, teachers/kaiako will ask parents' permission to make a referral to Learning Support Services, who can provide strategies and support to the child/tamaiti, the kaiako and the whānau.

For further support and guidance the centre will seek advice from outside agencies for example Special Education, Speech and Language, Health Nurse and Family Support.



Early Learning Centre

Sleeping children/tamariki Policy

Aim

To provide a safe and comfortable place where tamariki/children can rest or sleep. This policy aims to uphold the safety and wellbeing of children while they are sleeping and minimise the risk of harm (HS9)

Rationale

To ensure that the tamariki/children sleeping at Rural Scholars Early Learning Centre have a safe, comfortable environment where they can rest or sleep uninterrupted.

Policy

- A designated space is available to support the provision of restful sleep for children under the age of two at any time they are attending. PF37. This space is located and designated to:
 - Minimise fluctuations in temperature noise and lighting levels
 - Allow adequate supervision
 - Accommodate at least the requirements of criterion PF38 and Criterion HS10
 - Ventilation that allows fresh air to circulate PF12
 - A designated kaiako/teacher will be responsible for 5-10 minute checks which will be carried out to ensure warmth, breathing and general well-being. These checks may be more frequent according to individual needs. Kaiako/teachers will need to enter the sleep room to do these checks. HS9
 - Records of checks and the times tamariki/children go to sleep and wake up will be displayed and documented and the kaiako/teacher will initial each and every check. HS9
 - Children/tamariki do not have access to food or liquid while in bed. HS9
 - Cots and stretchers are arranged and spaced when in use: HS10
 - Adults have clear access to at least one side – meaning the length not width
 - The area surrounding each child allows air movement to minimize the risk of spreading illness
 - Children/tamariki are able to sit or stand, and can do safely as they wake.
 - If not permanently set up, furniture or items intended for children to sleep on (such as cots, beds, stretchers or mattresses) and bedding are hygienically stored when not in use HS11
 - Furniture or items intended for children to sleep on (such as cots, beds, stretchers or mattresses) are provided at a ratio of at least 1 to every 2 children under the age of 2, these are available for the sleep and rest for children under the age of two. (PF38, PF34)
 - Furniture or items intended for children to sleep on (such as cots, beds, stretchers or mattresses) are of size that allows children using them to lie flat, and are of a design to ensure their safety. PF29
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- Furniture and items intended for children to sleep on (such as cots, beds, stretchers or mattresses) that will be used by more than one child over time are securely covered with or made of a non-porous material that: Protects from being soiled, allows for easy cleaning and does not present a suffocation hazard. PF30
- Space is available for children aged two or older to sleep or rest for a reasonable period of time each day. If the space used for sleeping or resting is part of the activity space, there are alternative activities spaces for the other children not sleeping or resting as necessary. PF33
- Each individual will have clean linen which is monitored on a roster when to be laundered. (PF31)
- Clean individual bedding (such as blankets, sheets, sleeping bags and pillow slips) is provided for sleeping or resting children that is sufficient to keep them warm. PF31

Procedure

- Kaiako/teachers are guided by tamariki/children's individual rhythms and routines, and are relaxed and unhurried. If a child is unsettled before going to bed a kaiako/teacher may sit with them and gently rub their back to comfort them.
- If a parent, family/whānau requests that their child/tamaiti does not have a sleep or needs an extra sleep, kaiako/teachers will follow the parent's family/whānau wishes as best they can. Kaiako/teachers will ensure that the child's/tamaiti best interests and wellbeing are met at all times.
- Tamariki/children will be toileted or have their nappies checked before going to bed. Tamariki/children will have their hands and faces washed before going to bed.
- The child's/tamaiti outer clothing, bibs, hoodies and shoes will be removed before going to bed, and stored in their cubby hole.
- When the child/tamaiti wakes up a teacher will support the child with toileting, dressing and nappy checking. The kaiako/teacher will also ensure that if the child has slept through a meal time that they are offered food and water when they wake.
- Tamariki/children are to sleep on backs or as they do at home.
- To ensure a great sleep, sleep sacks, appropriate snuggles, pacifier or favorite toys are all part of each child's/tamaiti sleeping routine.
- For full time tamariki/children, bedding is changed at the end of a five day roster. One off sleepers bedding is changed after each sleep.
- When all of the teachers/kaiako are in the outdoor environment a 5 minute timer will be carried to ensure 5 minute checks are carried out on time.

Parents will be informed of our sleep policy upon enrolment and given a copy as part of the enrolment pack.
