

*EDEN CHRISTIAN
KINDERGARTEN
CURRICULUM POLICIES
2024*

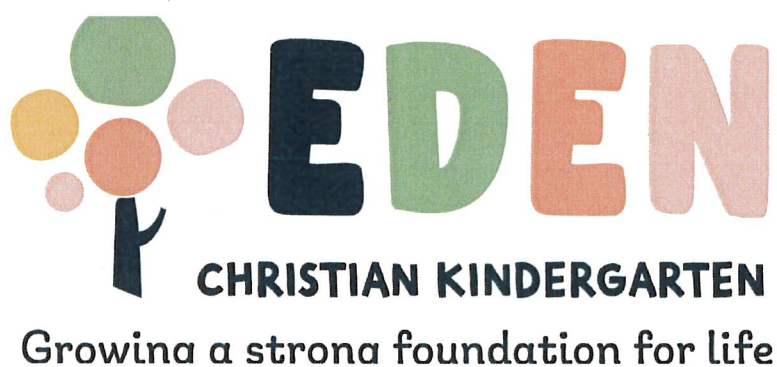


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Introduction

Eden Kindergarten policies are developed by our Manager, Board of Trustees, teachers and families to clarify our principles and describe the best way to apply them. The agreed policies and procedures are written to support our teachers, families, managers, and relievers to guide them in their everyday practice.

The aim of these policies is to ensure consistent, safe and quality practice.

Key legislation that guides us includes:

Education and Training Act 2020

Education (Early Childhood Services) Regulations, 2008.

Licensing Criteria for Early Childhood Education and Care Centres, 2008.

Building Act, 2004.

Civil Defence Emergency Management Act, 2002.

Disabled Persons Community Welfare Act, 1975.

Employment Relations Act, 2000. Fire Safety and Evacuation of Building Regulations, 2006.

Food Act, 2014.

Health (Immunisation) Regulations, 1995.

Health and Safety at Work Act, 2015. Human Rights Act, 1993.

Inland Revenue Department Act, 1974.

Privacy Act, 2020.

Resource Management Act, 1991.

Smoke-Free Environments Act, 1990.

Children's Act, 2014.

Employment recommendations

Worksafe NZ Preventing and Responding to Bullying at Work Good Practice Guidelines, March 2017

Key Documents that guide us include: Eden Employee, Education Council – Code of Professional Responsibility and Standards for the Teaching Profession Education Council – Our Code and Standards for the Teaching Profession.

Implementing the Health and Safety at Work Act 2015 (April 2016)

Individual Employment Agreements Job Descriptions

Ministry of Education – He Māpuna Te Tamaiti (2019)

Ministry of Health – Hand washing (Updated August 2020)

Ministry of Health – List of Infectious Diseases

Te Tiriti o Waitangi Te Whāriki, Early Childhood Curriculum (2017)

Worksafe NZ – Preventing and Responding to Bullying at Work Good Practice Guidelines,
March 201

In collaboration with all stakeholders involved at Eden the policies are reviewed annually, and any changes are confirmed at our annual meeting. This gives us a shared understanding of agreed content, Rationalee, and procedures.

Rationale: We believe all children should have opportunities to learn across all five strands of our national early childhood education curriculum Te Whāriki and to pursue their strengths and interests in depth. Our learning priorities guide assessment and planning within our learning environment. As Kaiako, we regularly assess, plan, and evaluate learning opportunities. Assessment of learning celebrates and supports the learning and development of each child.

Te Whāriki:

- **Empowerment/ whakamana:** The early childhood curriculum empowers tamariki to learn and grow.
- **Holistic development/ kotahitanga:** The early childhood curriculum reflects the holistic way tamariki learn and grow.

Licensing Criteria for Early Childhood Education & Care Services 2008:

C2: The service curriculum is informed by assessment, planning, and evaluation (documented and undocumented) that demonstrates an understanding of children’s learning, their interests, whānau, and life contexts.

C4: The practices of adults providing education and care demonstrate an understanding of children’s learning and development and knowledge of relevant theories and practice in early childhood education.

C11: Positive steps are taken to respect and acknowledge the aspirations held by parents and whānau for their children.

Our vision: Eden Christian kindergarten is a place where we will be recognised as a leading provider of effective, responsive early childhood education and care and related family support services within our community.

Our mission: *Our mission is to provide a Christ-centred learning environment for children to grow and thrive in school and in life while sharing Christ, building lives, and developing Minds.*

Our purpose: To share the love of God and provide quality care and education within our community.

Our values: Are building trusting, positive relationships with our families, children, and community. We strive to build a sense of belonging for each child and their entire family. We base our programme upon the principles of Christian faith to ensure that all children get the opportunity to experience Christian values their daily lives. We role model, love, care, and respect in all our interactions.

Our philosophy: Eden Christian Kindergarten is underpinned by our belief in the Bible and our love of God. Our practise is guided by Te Tiriti o Waitangi and Te Whāriki, our early childhood curriculum, as we walk alongside our tamariki/ children and their whanau/family to grow strong foundations for life.

We will provide meaningful strong, capable, resourceful learners, igniting children's passions, and inspiring a lifelong love of learning.

Our tamariki/ children and their whanau / family will feel loved, cared for and valued for who they are, and be confident in contributing within our community. We empower tamariki / children to have a strong sense of their own identity and culture, explore their capabilities and potential, and appreciate that we are all unique and precious to God.

We support children to develop their social and emotional awareness and empower children to be confident communicators. We encourage them to be kind, caring and respectful of themselves, each other, and the environment.

At Eden Christian Kindergarten (Eden) our assessment, planning, and evaluation demonstrates and reflects an understanding of children's learning, their interests, whānau, and life contexts, and is also based on observations of what children are exploring within the learning environment. Assessment makes learning visible. Each child

has a profile book and an online profile that documents their engagement with the curriculum over time. These profile books are available to children, parents, and whānau to show the journey of learning and development of children.

Procedures:

- Key Teachers are responsible for supporting and documenting the learning and development of individual children over time. Assessment and planning have no time limit, they take as short or as long as the journey takes.
- The documentation of the learning journey could include Learning Stories, anecdotal stories, pieces of artwork, annotated photos and videos.
- Core elements in this formative assessment process include identifying learning, progress to date, possible next steps, and whether additional support is required. Narrative forms of assessment in the form of Learning Stories are used to communicate what is happening for the child.
- Kaiako enhance and enrich the learning environment to offer experiences to individual and groups of children based on their interests, dispositions, schemas, funds of knowledge or working theories.
- Whānau are invited to share their aspirations for their child and their learning journey, which informs decision-making around planning. Kaiako also encourage whānau to share learning experiences from their life contexts outside of Eden, which capitalizes on creating strong connections between home and Eden.
- Children are encouraged to revisit their learning. This can be through having conversations with Kaiako, having access to their individual profile books, floor books that document centre-wide projects, and wall displays that showcase engagement within the learning environment. Kaiako intentionally capture child voice in profile books, floor books and wall displays.
- Kaiako weave their knowledge of children's learning and development into assessment and planning. Kaiako make links within Learning Stories to Te Whāriki, our learning priorities, and make connections to learning theories and other relevant learning competency resources.
- Our learning priorities guide Kaiako as they assess, plan for, and evaluate their own participation in supporting the learning journey of individual children.

Priorities for Learning

- Nurturing the spirit as we share God's love and Christian values

- Building social and emotional competence including developing friendships, social skills and emotional resilience.
- Taking responsibility for the health and well-being of ourselves, others, and the environment.
- Supporting a strong sense of identity and uniqueness through enhancing and enriching creativity, imagination, risk taking and problem solving.
- Developing the foundations of literacy, numeracy, science, technology and physical exploration.

At regular planning meetings Kaiako identify learning needs, evaluate as a group, and reflect on their own teaching practice to support priorities for learning.

Kaiako evaluate their own teaching practice and teaching strategies and how they offered opportunities for the learner to engage and grow. This is recorded on the planning template that Kaiako use for individual planning.

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Parent aspirations	Notice	Recognise	Respond	Evaluation	Additional information
	<p>What the child has been doing, dispositions, likes and dislikes, interests, strengths, skills, ways of being, goals, areas they need extra support.</p>	<p>What learning have we recognised for this child, dispositions, learning outcomes, Te Whānaki, He Māpuna, Tātaiako, Priorities for Learning, centre philosophy, schemas.</p>	<p>Teaching strategies, planned and spontaneous activities and experiences, interactions, Evidence: learning stories, videos, snapshots etc...</p>	<p>Evaluate activity, what strategies did you use, were they effective? Were the activities relevant? Tamariki engagement with the planning evaluation: What learning occurred, what worked, what didn't work, where to next.</p>	

WHAT MAKES ME UNIQUE?

WHAT BELIEFS AND VALUES SHAPE MY FAMILY?

WHAT SPECIAL TRAITS DO I BRING FROM MY ANCESTORS?

WHO ARE THE IMPORTANT PEOPLE IN MY LIFE?

WHAT IS INCREDIBLE ABOUT ME?

ARE THERE ANY SPECIAL CELEBRATIONS I AM A PART OF EACH YEAR?

WHERE DO I CALL HOME?

NAME:

"EHARA TAKU TOA I TE TOA TAKITAHU ENGARI HE TOA TAKITINI."

I come not with my own strengths but bring with me the gifts, talents and strengths of my family, tribe and ancestors.

What is your child's routine at home?

How do they like to be supported with toileting?

How do they communicate, their needs, their feelings?

How do they process feeling sad? What comforts them?

What are your values? (share our values, ie. Growing independence, kind to others)

What do boundaries look like for you at Home? (explain our kindy rules)

Supervision Policy

Rationale: To ensure that children are actively supervised. Active supervision is engaged with by kaiako to support the safety of children, manage and minimize potential risks and respond to children's needs.

Te Whāriki:

- **Wellbeing/ Mana atua - Goal 3:** Children experience an environment where they are kept safe from harm.

Licensing Criteria for Early Childhood Education & Care Services 2008:

PF3 The design and layout of the premises support effective adult supervision so that children access to the licensed space (indoor and outdoor) is not unnecessarily limited.

HS22: Children are supervised and seated while eating. Where food is provided by the service, foods that pose a high choking risk are not to be served unless prepared in accordance with best practice as set out in Ministry of Health: Reducing food-related choking for babies and young children at early learning services. Where food is provided by parents, the service promotes best practices as set out in Ministry of Health: Reducing food-related choking for babies and young children at early learning services and must provide to all parents at the time of enrolment a copy of Ministry of Health: Reducing food-related choking for babies and young children at early learning services.

HS9: A procedure for monitoring children's sleep is displayed and implemented and a record of children's sleep times is kept.

DOCUMENTATION REQUIRED

1. A procedure for monitoring children's sleep that ensures that children a) do not have access to food or liquids while in bed; and b) are checked for warmth, breathing, and general well-

being at least every 5-10 minutes, or more frequently according to individual needs.

2. A record of the time each child attending the service sleeps, and checks made by adults during that time.

Procedures:

- Kaiako ensure that the learning environment is free from furniture or any other barriers that may obstruct a view of Kaiako effectively scanning the environment and keeping children safe. Kaiako have this as a key consideration as they adjust and refresh the learning environment.
- Kaiako are expected to be actively involved with children and to position themselves in a place where they can continue to monitor the wider environment and other children in the teaching space.
- Kaiako position themselves within the learning environment in a way that meets the ratio of 1:10 and ensures learners are actively supervised within their play.
- Kaiako use scanning techniques, positioning themselves to ensure they are able to observe and intervene in potential or actual incidents or inappropriate interactions.
- Kaiako communicate clearly with each other about their movements within the teaching space, and respond accordingly to triggers or events.
 - o Kaiako who are inside, pay close attention to the bathroom, the sleep room (when required – see Sleep Policy).
 - Our designated sleep area has open access to our teaching space. The inside teacher checks children for warmth, breathing and general well-being every five – ten minutes, or more frequently according to the children's needs. (see sleep policy).
 - If a Kaiako is changing a nappy or settling a child in bed, the kaiako will communicate this to ensure adequate supervision is being upheld.
- Kaiako who are outside, pay close attention to the bike track, under the fort and the sandpit.
- Both inside and outside Kaiako are responsible for scanning the porch area.

- During kai times, Kaiako sit with children and supervise them eating (see Food and Nutrition Policy).
- Where a teacher has to supervise a sick child until their parent/whānau arrive, the teacher will communicate with the manager to ensure we are still in child to teacher ratio, or the manager will relieve the teacher to ensure adequate supervision.

Relates to:

Sleeping Policy.

Illness Policy.

Food and Nutrition Policy.

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Excursions Policy

Rationale: Excursions provide an opportunity for teachers to enrich children's experience of localised curriculum. This policy ensures effective risk assessment of excursions is undertaken, so children's safety and wellbeing while on outings is upheld.

Te whāriki:

- **Belonging/Mana whenua** - Goal 1: Children and their whānau experience an environment, where connecting links with whānau and the wider world are affirmed and extended.

Licensing Criteria for Early Childhood Education & Care Services 2008 Curriculum:

C9: The service curriculum provides children with a range of experiences and opportunities to enhance and extend their learning and development – both indoors and outdoors, individually and in groups.

HS17: When children leave the premises on an excursion: assessment and management of risk is undertaken, and adult: child ratios are determined accordingly. Ratios are not less than the required adult: child ratio; the first aid requirements in criterion.

HS25: are met in relation to those children and any children remaining at the premises; parents/caregivers have given prior written approval to their child's participation and of the proposed ratio for regular excursions at the time of enrolment; and special excursions prior to the excursion taking place; and there are communication systems in place so that people know where the children are, and adults can communicate with others as necessary. When children leave the premises on a regular, or special excursion, the excursion must be approved by the Person Responsible.

DOCUMENTATION REQUIRED: A record of excursions that includes: the names of adults and children involved; the time and date of the excursion; the location and method of travel; assessment and management of risk; adult:child ratios; evidence of parental permission and approval of adult:child ratios for regular excursions; evidence of parental permission and

approval of adult:child ratios for special excursions; and the signature of the Person Responsible giving approval for the excursion to take place.

HS18: If children travel in a motor vehicle while in the care of the service: each child is restrained as required by Land Transport legislation; required adult:child ratios maintained; and the written permission of a parent of the child is obtained before the travel begins (unless the child is travelling with their parent).

DOCUMENTATION REQUIRED: Evidence of parental permission for any travel by motor vehicle. In most cases, this requirement will be met by the excursion records required for criterion HS17. However, services that provide transport for children to and/or from the service must also gain written permission from a parent upon enrolment.

Procedures:

- Kaiako will provide children with excursion opportunities to enhance and extend their learning and development. All children will have the opportunity to participate in some excursions, throughout their time at Eden Christian Kindergarten.
- Written signed permission is to be gained from parents for all spontaneous excursions at the time of enrolment. A form for risk management for spontaneous excursions is included in the enrolment pack.
- Additional excursions require additional permission specific to the excursion from parents preceding the excursion.
- Regular excursions could include visits to local parks, supermarkets, ngahere walks, libraries, fire stations, and neighbouring schools.

- A risk assessment and management plan is documented for every excursion within the local community.
- Parents/whānau will be notified of any upcoming excursions that their child will be invited to attend.
- All kaiako and other adult help who are part of an excursion, will have read and are aware of their responsibilities under the risk management plan and this policy before leaving the centre.

- Kaiako will take a backpack containing a first aid kit, a copy of the allergy list, any medication required for learners who are attending the trip, spare nappies, spare clothes and a wet bag, a cell phone, and a list of all attending persons with emergency contacts.
- Kaiako, children and parent help will all wear high visible vests to make everyone identifiable.
- Kaiako will consider the ages and needs of children alongside the hazards in the environment. The risk assessment will inform if higher ratios and more persons with first aid qualifications are needed.
- All excursions will observe the following ratios:
 - o one adult to four children over 2-years of age (including children attending who are not on the kindergarten roll); and one adult to two children for all children if near water
 - o One adult to one child if the children will be in the water.
- Travel by public transport or where private motor vehicles are used the Manager shall ensure that:
 - o the requirements of Education (Early Childhood Services) Regulations 2008 are met.
 - o all vehicles have current registration and warrant of fitness.
 - o each driver holds a current driver's license for the class of vehicle used;
 - o appropriate child restraints are used for all children.
 - o two adults per car unless the parent is only taking their own child.

Spontaneous excursions:

- Risk assessment is filled out.
- Parent permission is obtained on enrolment.

Planned excursions:

- Every planned excursion will have a separate risk and management plan developed for that particular event.
- On site risk assessments will be carried out by the Kaiako on the excursion to eliminate any potential hazards or harm that could be caused.

- Approval by person responsible must be given following planning and risk assessment processes.
 - Parents/ whānau may be asked to meet the cost of any special excursions. Notice will be given of any cost involved and this money should be kept separate from fees for the sake of good financial housekeeping.
 - Parents and whānau are invited to participate in excursions and will be counted in the adult: child ratio. Teachers will brief parents before leaving the centre, explaining safety rules and what to do if any child get lost or groups separate. Appendix A is to be given to helpers and signed copies are placed with the excursion paperwork.
 - Kaiako will conduct regular roll calls and head counts while out on all excursions.
 - Kaiako will not deviate from the planned outing route unless this route becomes unsafe. If plans do need to change while on the excursion, the designated person at the centre will be informed immediately.
-
- Detailed documentation regarding each excursion, regular or special, is kept in the excursions folder documenting the time, date, location, risk assessment and management plan, list of adults and tamariki, adult: child ratio, contact number and mode of transport used. These records are required to be kept for 7 years.

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Appendix A: Helpers' checklist for Excursions

Thank you for joining us on this excursion, we appreciate your willingness to support us. Here are a few things we need to let you know of before we go. Please sign the bottom of the page and return to the trip supervisor.

- The trip supervisor for this trip is _____.
- Their contact phone number while you are on the trip is _____.
- The trip supervisor will have a first aid kit with them.
- Please always respect and follow the lead and guide of the trip supervisor. If you need any help at any time, please communicate clearly and calmly with the trip supervisor.
- We will be leaving Kindy at _____ and we plan on returning at _____.
- A brief plan of what the excursion will look like:
 - It is very important that you actively supervise the children who are not only in your group, but on the excursion, please communicate any concerns immediately with the trip supervisor.
 - Please be responsible for any items of clothing/ belongings from anyone in your group.
 - You will be responsible for between two and four learners, and you need to be always within arm's reach of them, unless communicated with by the trip supervisor.
 - You may take photos of your own child, but you cannot take photos of any other children or upload to any social media.
 - You may help your own child use the toilet, but you may not help any other child, please communicate toileting needs with a teacher.
 - Please remain calm and always communicate calmly with the children, if you need help with managing behaviour, please ask for help.
 - There is no place for smoking, alcohol, or the use of drugs on this trip.

My name: _____ My signature: _____ Date: _____

Excursion Risk Assessment Form

Where is the trip to?	How will you get there and what will you do there?	Potential hazards & risks <small>(being in the sun, dogs, child awareness of road safety, etc)</small>	How will you reduce / control these?	Adult:Child ratio
Other Information (HS17)				
Date / Time of outing:				
Names of adults going:				
Names of those with First Aid Training:				
Contact Phone:			Contact Mobile:	
First Aid Kit:	Yes / No			
Names of the children going:				

Excursion risk management plan

Excursion details	
Date(s) of excursion	Excursion destination
Departure and arrival times	
Proposed activities	Water hazards? Yes/No If yes, detail in risk assessment below.
Method of transport, including proposed route	
Name of excursion co-ordinator	
Contact number of excursion co-ordinator	(Office)
Number of children attending excursion	Number of educators/parents/volunteers
Educator to child ratio, including whether this excursion warrants a higher ratio? Please provide details.	
Excursion checklist	
<input type="checkbox"/> First aid kit + any necessary medication for individual children	<input type="checkbox"/> List of adults participating in the excursion
<input type="checkbox"/> List of children attending the excursion	<input type="checkbox"/> Contact information for each adult

<input type="checkbox"/> Contact information for each child	<input type="checkbox"/> Mobile phone / other means of communicating with the service & emergency services
<input type="checkbox"/> Medical information for each child	<input type="checkbox"/> Other items, please list:
<input type="checkbox"/> permission Slips signed	<input type="checkbox"/> Pre visit completed
<input type="checkbox"/> Parents and staff know who they are taking.	<input type="checkbox"/> Helpers signed visit checklist
<input type="checkbox"/> Evaluation form complete	<input type="checkbox"/> Planning and record filed

Risk assessment					
Activity	Hazard identified	Risk assessment (use matrix)	Elimination/control measures	Who is responsible	Control implemented

Plan prepared by		
Prepared in consultation with:		

Communicated to:	
Venue and safety information reviewed and attached	Yes / No Comment if needed:
Reminder: Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or significant change occurs.	

Risk Matrix

Consequence

	Insignificant	Minor	Moderate	Major	Catastrophic
Almost certain	Moderate	High	High	Extreme	Extreme
Likely	Moderate	Moderate	High	Extreme	Extreme
Possible	Low	Moderate	High	High	Extreme
Unlikely	Low	Low	Moderate	High	High
Rare	Low	Low	Low	Moderate	High

Likelihood

Appendix C: Risk assessment for spontaneous excursions

Settling and Transitioning Policy

Rationale: In the early years, it is vital that children/ tamariki are supported by positive learning experiences in an environment where they feel safe and comfortable. Effective and consistent settling-in and transition procedures will ensure that this is possible.

Te Whāriki:

Mana whenua / belonging – Goal 3: tamariki and their whānau experience an environment where they feel comfortable with the routines, customs, and regular events.

Licensing Criteria for Early Childhood Education and Care Services 2008 Curriculum:

C1: The service curriculum is consistent with any prescribed curriculum framework that applies to the service.

C2: The service curriculum is informed by assessment, planning, and evaluation (documented and undocumented) that demonstrates an understanding of children’s learning, their interests, whānau, and life contexts.

C3: Adults providing education and care engage in meaningful, positive interactions to enhance children’s learning and nurture reciprocal relationships. **C10:** The service curriculum supports children’s developing social competence and understanding of appropriate behaviour.

C11: Positive steps are taken to respect and acknowledge the aspirations held by parents and whānau for their children.

C12: Regular opportunities (formal and informal) are provided for parents to communicate with adults providing education and care, about their child, share specific evidence of the child’s learning, and be involved in decision-making concerning their child’s learning.

Policy statement: The aim of this policy and procedure document is to ensure;

1. The settling-in, transition visits, and enrolment requirements for children to attend Eden Christian Kindergarten are informative, culturally respectful, and as supportive as possible for children, guardians, families, and whānau.

2. The transition visits prior to a child starting at Eden Christian Kindergarten are a time to build relationships with Kaiako, and to complete the requirements for enrolment.
3. During transition visits, Kaiako will intentionally build effective communication with families and whānau, specific to their unique family circumstances, and to intentionally support diverse learners, partnering with whānau, medical and/or education practitioners where necessary.

Procedures upon enrolment:

1. Once a family has accepted a place at Eden Christian Kindergarten, parents and children are encouraged to visit the centre. A date and time will be booked for a tour of the kindergarten and collection of enrolment pack.
2. Enrolment forms and a copy of child immunisations must be completed prior to the first transition visit. This must be returned to the centre manager/ centre administrator. Verification of your child's Identification is also required, either birth certificate or passport. This is a mandatory requirement to allocate your child a National Student Number.
3. Families and children are required to complete a minimum of three transition visits over the course of a two-week period. If possible, families are encouraged to visit as often as possible during the two-week period.
4. In unique circumstances, transition visits can be negotiated at the manager's discretion, if families and children cannot attend the required minimum of three transition visits.
5. Administration will book in a time to meet with your key teacher to discuss a settling into Eden plan.

Transition procedures:

1. Transition visits are a time for children and families to become familiar with Eden Christian Kindergarten; the daily routines, the physical learning environment, care routines, mealtime routines, and the rules and expectations of children and families attending Eden Christian Kindergarten.

2. Transition visits are a time for parents to connect with Kaiako; to experience a typical kindergarten day and to have the opportunity to clarify with Kaiako any queries that parents or caregivers may have about Eden Christian Kindergarten.
3. During transition visit days, parents will have the opportunity to spend time with their child's new key teacher, who will be responsible for the child's care routines, settling in, and individualised learning profile book.
4. A child's key teacher will arrange with parents to konahi ki te konahi / have a face-to-face conversation about a child's daily routines at home, care routines at home, kai times at home, and other important information to begin to build a relationship with families and children.
5. Transition planning with key teachers will involve discussing communication pathways with parents and whānau, such as Storypark, face-to-face, emails, phone calls, and communication booklets where required or recommended.
6. Positive steps will be taken to respect and acknowledge the aspirations held by parents and whānau for their children.
7. Transition planning with parents should address the strengths, concerns, and support needs of the child, their parents, and any other unique family circumstances.
8. Parents are encouraged to complete the form titled 'What makes me unique', provided in the enrolment pack.
9. For children who have a pre-existing Individual Education Plan (IEP) and are supported by an Early Intervention Teacher (EIT), a transition meeting will be arranged by the EIT, with recommended stakeholders involved in a child's learning and development journey, present at the transition meeting, prior to the child's transition visit days.

Settling in recommendations:

1. Parents/caregivers should take time for themselves and their children to settle into the new environment. Each child settles at their own pace. Parents/caregivers are welcome to bring any special toys or cuddlees that might help their child to settle during drop-off times. Once settled, Kaiako will encourage children to be responsible for putting

these items safely away when not needed. Comfort items will be available to a child when needed, to reduce emotional stress.

2. Upon request, parents can be contacted via text or Storypark with reassuring messages and photos of their child, as they settle into kindergarten.
3. As all children settle differently, Kaiako will partner with parents to individualise practices and procedures of settling children.
4. Kaiako will partner with families and whānau in the planning, assessment, and celebrations of a child's learning and explorations.
5. Regular opportunities (formal and informal) will be provided for parents, families and whānau to communicate with teachers providing education and care, about their children, and be involved in decision-making concerning their child's learning journey.

The transition journey for diverse learners:

1. Management and Kaiako will partner with families and whānau to support a child with a pre-existing IEP. During a transition meeting, role clarification will be agreed upon as well as identifying any additional professional development required to be undertaken or offered by the Early Intervention Teacher, to support a child to fully participate in the learning environment.
2. During a transition meeting, management, Kaiako and families will agree to meeting regularly within the first three months of a child attending the centre, for celebration and wellbeing meetings.
3. Management and Kaiako will partner with families and whānau to support a child with physical support needs by identifying any environmental barriers to learning and will plan for these barriers to be rectified before the child's first start date.
4. Management and Kaiako will partner with families and whānau to support a child with a pre-existing medical diagnosis which is classified as a chronic illness, (see Medication Policy). Management will organise additional medical training for Kaiako to administer a child's medication, when required.
5. Management and Kaiako will partner with families from culturally diverse backgrounds by respectfully getting to know families and identifying where additional support may

be required, such as offering to find a language translator or interpreter, a cultural advisor, and/or connections to refugee services.

Transition to school procedures:

At Eden Christian Kindergarten we recognize that primary school learning environments are quite different to early childhood settings. Our aims are to prepare children emotionally, socially, cognitively, and physically for school.

We achieve this by:

- Teachers provide many different learning experiences which guide children in their transition to school. Prior to attending primary school teachers encourage self-help skills, group participation, social and emotional coaching and STEMS/STEAM experiences.
- Activities and experiences that are developmentally appropriate, stimulating and engaging are offered, we honour what children can presently do as well as value the diverse skills needed when going to school.
- Where possible, staff will visit local schools, creating a relationship with the school and new entrant teachers to ease a smoother transition and provide families with information about the local provision.
- For all children we encourage we take care of our things, we are kind to everyone, we keep ourselves safe, we listen to the teachers and make good choices.
- Participates in small and large groups confidently bridging their understanding respectfully to others and taking responsibility for their own and others learning.
- Takes responsibility for own belongings and makes good pro-social choices.
- Kaiako will work in partnership with schools, parents/whanau, and outside agencies such as SENCO and ORS to support transition to school.
- Key teachers invite parents to have transition to school meeting 6-12 months prior to children starting school (keeping in mind not all children attend school, or until they are 6 years old).

- The purpose of this meeting is to collaboratively make a transition plan for your child.
- Prior to attending primary school, teachers encourage self-help skills, concentration span, and respect for teachers, self, peers, and equipment. This will support children to develop social competence and an understanding of appropriate behaviour both at Eden and at school.

Administration/transition induction checklist:

1. Upon completion of the recommended transition visits, parents/guardians are required to sight and sign induction checklists, stating the information they have been given upon enrolment and during transition visits.

This policy relates to:

Medication policy

Enrolment policy

Inclusion policy

Links to:

He Māpuna te Tamaiti

Policy approved: January 2023

Policy review: January 2025

Appendix A: Transitioning induction checklist:

As you induct your child and parents/whānau during their transition visits into Kindy, please make sure you address all of these areas and tick them off when they are completed. Please ensure that you get the parent to sign the bottom of the form to say that all of these areas have been explained in full.

- Lunchbox and drink bottle:** *where they place these, where they put the morning tea and lunch on the different trays in the fridge and to label their food items, drink bottles and lunchboxes.*
- No nuts/nutrition:** *Do you understand we are a no nuts Kindergarten and have you been given the healthy food and drink guidelines. Explain that we save sandwiches/hot food for lunchtime.*
- Bags/names:** *Where they place their bags and find their name labels.*
- Medication:** *Show and talk through the procedure of signing medicine in and out when they require us to administer medication.*
- Nappies/toileting:** *Where their child's nappies go, where we change their nappies or where their child goes to the toilet and the procedure we use. Show nappy change chart as an example. Talk to parent about their child's toileting needs.*
- Toileting and showering notices:** *Show the parent/whānau our procedure for changing or showering their child if they are soiled or wet/dirty. Explain that we have spare clothes and they must be returned washed.*
- Wet bags:** *Explain to parent/whānau our wet bags. We encourage them to provide their own wet bag but if ours are used they must be returned washed.*
- Centre cell phone and landline number:** *Make sure that the parent/whānau have the centre cell phone and landline numbers to contact us on.*
- Sleep area:** *If their child requires a sleep during the day, show them where their child will sleep and how we record and monitor their sleeping child.*

- Lost property:** *Show the parent/whānau where the lost property is kept. Encourage them to label their child's clothing and belongings.*
- Art folder:** *show the parent/whānau where the art folders are located, encourage them to check this regularly and take any artwork home with them.*
- Profiles:** *Show parents/whānau where the children's profiles are kept and that they are welcome to add to these or take them home, but must be returned so that the child can read it and we can continue adding to them.*
- Story park invite and fb:** *have you invited parent to story park and told them about our FB private page? Talk to them about community posts and how they are welcome to add comments and photos to learning stories*
- Child's planning:** *talk to the parent about how we individually plan for their child's learning and development as well as our programme planning.*
- Cell phone use:** *discuss the use of cell phones on the teaching space – For photos, children's learning, and operational compliance forms. 0273238057*
- Rhythm of the day:** *have you discussed with the parents what a day at Eden looks like?*
- Fun Soccer:** *talk to families about what this entails.*
- Independence:** *At Eden we encourage the children to be independent and responsible for putting their own belongings in the correct places when they arrive in the morning and during the day.*
- Kindy property:** *Explain to the parent/whānau that we have a certain number of Kindy raincoats and sunhats which need to stay at Kindy.*
- Sunblock:** *Explain that in term one and four, or when the UV index is high, their child must be sunblocked before, or on arrival to Kindy. If their child requires their own sunblock, it must be clearly labelled and have a current expiry date.*

Teacher signature:

Parent Signature:

Appendix B: Administration check list

- Induction pack:** *have you been given your induction pack?*
- Signing in and out:** *have you been shown how to sign your child in each and out each day on the tablet? Have you been given your sign in **pin** number?*
- Attendance:** *do you understand your child needs to attend their booked hours regularly to avoid the frequent absent rules?*
- Enrolment form:** *have you returned your child's enrolment form?*
- ID sighted:** *have you shown admin a birth certificate or passport?*
- Immunisation:** *have you provided a copy of your child's immunisation forms?*
- Whiteboard:** *Explain the whiteboard and the importance to check it everyday for important notices.*
- Children's ketes:** *Show parents/whānau where their child's information kete is in the foyer and to check these daily.*
- Policies and procedures, legislation, complaints and child protection policy:** *have you been shown where these are kept?*
- Personalised action plan:** *If your child has a chronic illness have you trained a teacher on how to administer your child's medicine and been shown where medications are kept?*
- Change of hours:** *have you been told how to change your child's hours?*
- Fees & invoicing:** *do you understand how to pay your child's fees and when invoices are sent out?*

Admin/Manager signature:

Parent Signature:

Biculturalism Policy

Rationale: Eden Christian Kindergarten acknowledges and reflects the unique place of Māori as tangata whenua. Tamariki are given the opportunity to develop knowledge and an understanding of the cultural heritages of both parties to Te Tiriti o Waitangi. The learning environment provides opportunities for tamariki to be respected, supported and confident in their own culture and it encourages tamariki to understand and respect other cultures.

Te Whāriki:

Empowerment /whakamana: holistic development/ Kotahitanga; Family and community /Whānau tangata; and Relationships /Ngā hononga Belonging/ Mana whenua - Strand: children know that they belong and have a sense of connection to others and the environment.

Communication/ Mana reo - Goal 3: Tamariki experience an environment where they experience the stories and symbols of their own and other cultures.

Licensing Criteria for Early Childhood Education & Care Services 2008:

C5: The service curriculum acknowledges and reflects the unique place of Māori as tangata whenua. Children are given the opportunity to develop knowledge and an understanding of the cultural heritages of both parties to Te Tiriti o Waitangi.

C6: The service curriculum respects and supports the right of each child to be confident in their own culture and encourages children to understand and respect other cultures.

- Kaiako and management at Eden are committed to affirming and promoting Māori pedagogy through practice and curriculum. Eden encourages an awareness and appreciation of the bicultural heritage of New Zealand.
- We acknowledge and uphold the principles of Te Tiriti o Waitangi.
- We recognise the core values of te ao Māori, such as kotahitanga (unity), kaitiakitanga (guardianship), mauritanga (life essence), wairuatanga (spiritual connection), oranga

(health), manaakitanga (care), whanaungatanga (relationships and connection), mātauranga (knowledge), rangatiratanga (leadership), akonga (reciprocal learning), tuakana/teina relationship (reciprocal relationships) , mahi tahi (collaboration and participation) and reflect these in our daily practice.

Procedures:

- All team members will have knowledge of, and respect tikanga Māori and te reo Māori to work effectively within the bicultural context of Aotearoa.
- All team members integrate te reo me ngā tikanga Māori into all aspects of Eden Christian Kindergartens environment and curriculum, including rhythms, rituals and regular events.
- All tamariki are supported to understand, respect and appreciate te reo me ngā tikanga Māori.
- Tamariki are encouraged to become aware of their ancestral heritage and the history of Aotearoa.
- Kaiako will discuss and inform others of appropriate practice in regard to tikanga Māori to increase awareness of the partnership inherent in Te Tiriti o Waitangi.
- Visual aids and language prompts can be used and displayed within Eden, to encourage teachers and other adults to extend their knowledge of te reo Māori.
- Teachers develop meaningful relationships with whānau and respect their aspirations for their tamariki.
- Kaiako have access to Māori frameworks such as Te Whare Tapa whā (Durie, 1998), Te Wheke (1991), Te Whatu Pōkeka (2009) and can use them appropriately within documentation.
- Professional development funds and time are made available for teachers to extend their tikanga and te reo Māori knowledge.
- Kaiako and management endeavour to make, find, and provide natural teaching resources, in alignment with kaitiakitanga.
- Where possible, kaiako seek connections to partner with tangata whenua to provide genuine opportunities for participation and to enhance learning outcomes for tamariki – tangata whenua and Te Tiriti partners.

LINKS TO:

- Te Tiriti o Waitangi

Date approved: January 2024

Review date: January 2025

Inclusive Education Policy

Rationale: To ensure that all children attending Eden Christian Kindergarten are respected as learners and have equitable access to support and resources for their learning, irrespective of gender, ability, learning needs, age, ethnicity, religion, family structure, family values and socio-economic status.

Te whāriki:

Contribution/ mana tangata: children experience an environment where there are equitable opportunities for learning, irrespective of gender, abilities, age, ethnicity, or background. They are encouraged to learn with and alongside others.

- The mana of tamariki and whānau is upheld at all times.
- There are processes for addressing any potential barriers to appropriate and safe participation for all children and for those with diverse learning needs and their whānau.
- All kaiako will engage in inclusive teaching practices.
- At Eden, children are viewed in a socio-cultural context. They do not learn in isolation but are instead part of a community of learners (which include whānau, peer group, centre and the local and wider community). This is a reciprocal relationship in which we are all learners and teachers. It is important for each child's individual culture, language, and home environment to be acknowledged and valued at kindergarten.

An inclusive learning environment:

- Tamariki are respected as competent learners, their mana is upheld.
- Kaiako acknowledge that whānau are the key decision-makers regarding their child. Kaiako will collaborate with whānau in order to reach shared decisions about how best to support a child's participation and learning in the kindergarten environment.
- Kaiako recognise all children as having multiple ways of being and they are encouraged to participate in the curriculum with and alongside others.

- Building strong relationships with whānau is essential to supporting all learners in an inclusive learning environment.
 - This is with the lens of 'ko wai au' by having an in-depth knowledge of who each child is. We are inspired by the principles of He Pikorua (<https://hepikorua.education.govt.nz/he-pikorua/>)
 1. Whakawhanaungatanga – build connections: listen and share, clarify what matters
 2. Kohikohi – gather information: deepen understanding by gathering evidence from multiple perspectives
 3. Atawhakaaro – sense-making: collaboratively analyse and summarise information with an open mind.
- If needed, Kaiako with whānau agreement will contact appropriate external agencies, in a timely manner, that can offer specialised support and intervention to continuously enhance the learning and development of children.

Procedures:

- Whānau are invited to share, on and throughout enrolment if there are any practitioners, specialists or agencies working with them and their child to support their child's well-being.
- The Manager will identify any potential barriers to participation to learning for an individual, with the teaching team, and work collaboratively to remove any barriers to children's participation in learning.
- In consultation with the whānau and the practitioners, specialists of agencies, a transition meeting will be held prior to the child starting at Eden Christian Kindergarten.
- When an additional learning need is identified after a child is enrolled, kaiako engage in conversations with whānau to seek clarity and understanding about what is happening for the child and how the teaching team can work in partnership to support the learner. This may include, gaining permission for conducting a range of observations of the child to better understand them.

Whānau will be strongly encouraged to be active participants in the shared decision-making about the support their child may need by:

- Sharing their knowledge about their child.
- Discussing information from the observations.
- Discussing and giving consent for referral to support agencies.
- The teaching team will collaborate with any agencies and follow their lead in responding to the child's need, and what that looks like at Eden Christian Kindergarten.
 - Kaiako take responsibility for collaborating, and contributing professionally to any meetings with external agencies.
 - Kaiako commit to sharing this information with the teaching team to ensure that there is a shared understanding and consistency of practice. The teaching team will work collaboratively alongside any support workers.
- Kaiako are conversant with Te Tiriti O Waitangi and work to ensure this is visible in Eden (see Biculturalism Policy).
- We endeavour to understand children's cultural identity and support this in ways that are genuine and authentic to the whānau and learner. We take the lead on what whānau choose to communicate with us, and partner with them.

Date approved: April 2024 **Review date:** January 2025

Social Competence Policy

Rationale: At Eden Christian Kindergarten, we support children's developing social competence and understanding of appropriate behaviours. Acceptance, self-confidence, and self-regulation are goals we have for empowering each child. At Eden we recognise that while negotiating the complex social world children may exhibit behaviours that are not appropriate within this learning context. We endeavour to support all children to express themselves and their feelings in a way that ensures Eden Christian Kindergarten remains a safe environment for everybody.

Te Whāriki:

Belonging/ Mana whenua - Goal 4: Tamariki experience an environment where they know the limits and boundaries of acceptable behaviour.

Licensing Criteria for Early Childhood Education & Care Services 2008 Curriculum:

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

C13: Information and guidance is sought when necessary from agencies/services to enable adults providing education and care to work effectively with children and their parents.

Underlying understanding which supports our procedures:

- At Eden we want to ensure teachers and all visitors to the kindergarten use appropriate strategies to support children's developing social competence.
- We use intentional teaching to support children's growing competence in developing relationships.
- The teaching team model pro-social behaviour and employ a range of strategies that are appropriate in the context of supporting individual children, and groups of children.
- We seek to provide a positive, nurturing, and safe environment, respecting and valuing each child as a unique person made in the image of God.
- An understanding of the hierarchy of needs. The teaching team will ensure that the physical needs of any child are being met so that behaviours are not being triggered by any form of distress – such as hunger, tiredness, or physical discomfort.

- Developmental understandings, expectations, urges, space, and the setup of the environment, are taken into consideration when supporting positive behaviour guidance for children.
- Kaiako view behaviour as communication, and intentionally spend time to understand the child. Kaiako use the opportunity to connect, reflect and inquire into what that child is experiencing and how best to support them.

At Eden Christian Kindergarten, the team of teachers implement the following strategies, to enable all learners to feel safe, valued and empowered.

Firstly, the teaching team are informed by, and understand children's developmental stages specific to the early childhood context and are realistic about their expectations of learners. As a result, they allow each child an abundance of time to settle into the rhythms of Eden Kindergarten, and to learn the 'ways of being' that are specific to this place.

General practices that support all learners at Eden:

- Kaiako recognise the need for consistency in dealing with all behaviour.
- A calm and peaceful manner will be used by kaiako to ensure that the dignity and mana of all tamariki is upheld and respected.
- Kaiako will role model kindness, caring and respect with each other and tamariki.
- Kaiako value children's cultural background, holistic experiences and unique perspectives.
- Kaiako will provide choices within clear and appropriate boundaries, ensuring that Eden remains an empowering, safe, and predictable environment for all.
- Kaiako provide opportunities for children to demonstrate restorative practices towards their peers in the event of a child showing physical or emotional harm to another child.
- In the event of a child or children being physically or emotionally hurt due to the behaviour of other children, kaiako communicate with all parties involved, which includes caregivers and other kaiako, as to the prosocial strategies that kaiako intend to use, to keep all children safe from harm. Children's identity is always kept private and their mana is upheld.
- Kaiako partner with whānau, using their aspirations as a foundation for assessment and planning.
- Kaiako communicate the kindergarten expectations of prosocial behaviour with whānau during initial induction interviews.

- Kaiako partner with parents and whānau to have a shared understanding of Eden Christian Kindergarten values and the boundaries of prosocial behaviour.
- Kaiako also endeavour to learn about each family's culture and share the learning culture of Eden Christian Kindergarten.
- Kaiako respond to social and emotional teaching and learning through individual assessment and planning processes.
- Kaiako implement localised curriculum that demonstrates a commitment to:
 - o Creating a supportive environment
 - o Promoting emotional competence
 - o Promoting social competence
 - o Supporting learning and engagement
- Kaiako interact in respectful, gentle, and thoughtful ways: refer to Regulation 56 (Ill Treatment of children); guiding, controlling a child and physical restraint are **not** permissible.
- Eden Christian Kindergarten will provide opportunities for teachers to participate in ongoing professional development to ensure best practice occurs.

When behaviour is a barrier to engagement with others and their learning:

Kaiako will:

- Engage with research and implement personalised intentional teaching approaches to support progress and learning outcomes.
- Seek additional support in response to individual children's social and emotional learning and all possible support will be offered (SEE INCLUSIVE EDUCATION POLICY).
- Teachers will support children by observing them, to understand the antecedents, triggers and impulses behind the behaviour and support accordingly and appropriately.
- Have an understanding that a child's behaviour and choices can be inappropriate and to work alongside a child in a mana-enhancing manner. This will ensure that the child in question remains secure in their identity as a competent and confident learner.

When a learner is needing extra support to enable them to participate, the following occurs:

- Teachers will work together with parents/ whānau, to individualise behaviour guidance plans where appropriate.
- When an individual teacher or the team of teachers notice that there might be barriers to learning and participation for a learner, a child's key kaiako has informal

conversations with parents/ caregivers to gain a deeper understanding of how the team can work together to support the learner.

- o “Has anything changed at home that we should know about?
 - o “We are noticing.....
 - o “What strategies do you use at home....
 - o “How can we better support.....
-
- The Key kaiako then shares this conversation with the teaching team, who then weave agreed upon strategies into their practice to provide intentional and consistent support for the learner.
 - Within a reasonable time-frame of trialling ideas and strategies, the team reflects together, discusses what is working and whether further actions need to be taken to remove barriers for the learner.
 - The teaching team then begins to use a QR code for individual children, which connects to an ABC (antecedents, behaviour, consequence) observation report, to collect data and any additional comments.
 - The teaching team then analyse the data after a reasonable time frame and collaborate on prosocial teaching strategies to be used consistently.
 - Whānau are invited to partner with Kaiako for there to be a mirroring of strategies between Eden and home, creating consistency for learners.
 - Kaiako and whānau maintain a high level of communication and partnership, communicating and evaluating the effectiveness of the strategies for supporting the learner.
 - Literature will be offered to support whānau where appropriate.

Links to: Child Protection Policy + Inclusive Education Policy

Refer to: He Māpuna te Tamaiti

Date approved: January 2024

Review date: January 2025

ABC- Paw patrol

[Redacted Email]@gmail.com [Switch account](#)



Not shared



Untitled Question

Time

: AM ▼

Date



[Request edit access](#)



What was the trigger event?

- Transition Period
- Inside
- Outside
- Hungry
- Child in their space
- Avoiding
- Provoked
- Had to share
- Had to take turns
- Tired
- Asked to do something
- Other (specify)

Other (Specify)

Your answer

 [Request edit access](#)



Behaviour

- Hit
- Bite
- Kick
- Throwing
- Yelling
- Damage
- Scratching
- Pinching
- Pushing
- Other (specify)

Other (Specify)

Your answer

How long did the behaviour go for?

- Less than 1 minute
- 1- 2 minutes
- 2- 3 minutes
- 3- 4 minutes
- More than 5 minutes

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What happened directly after the behaviour?

- Run
- Laugh
- Hide
- Cry
- Other (specify)

Other (Specify)

Your answer

Specific sounds

Your answer

Consequences- Kaiako response to incident

- Teacher responded to the behaviour
- Positive reinforcement
- Negative reinforcement
- Ignoring
- Short/neutral messages
- Offered choices
- Redirected
- Provided feedback and encouragement.

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What was the outcome for the child?

- Natural consequences
- Other (Specify)

Other (Specify)

Your answer

What was the outcome for the teacher attending?

Your answer

What was the reaction of the other children?

Your answer

Submit

Clear form

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Google Forms

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<p>This behaviour:</p>	<p>The strategies:</p>
<p>Escalated behaviour looks like:</p>	<p>The strategies we use:</p>
<p>Our plan for when we have tried these strategies and the behaviour continues:</p>	

Name:

Date:

What we are noticing (behaviours/ time of the day/ patterns):

What strategies we have tried:

What strategies are working well:

What we need help with:

Biting Policy

Rationale: while we recognise that biting can be a normal part of toddler and young child development, this policy is in place to keep tamariki and kaiako safe, and to support open communication with whānau.

- **Well-being/ Mana atua – goal 3:** tamariki experience an environment where they are kept safe from harm.
- **Communication/ Mana reo – goal 2:** tamariki experience an environment where they develop verbal communication skills for a range of purposes.
- **Well-being / CONNECTIONS BETWEEN HOME AND CENTRE**

Strategies for all learners:

- Kaiako regularly support learners through social coaching moments during the day. This social coaching is to support all learners to use gentle hands, talk to their friends, or come and find a teacher if they are feeling frustrated and need help in a situation.
- Kaiako are informed by the Supervision Policy, and scanning techniques, and step into situations if they need to offer support.
- Kaiako use mat times as a way of going through our Kindy rules (which change from time to time) but are based on being caring and respectful of others.
- Kaiako teach the community of learners to know that if their friend is frustrated or they need help, they can come and ask a teacher for help.

In the event of a bite:

- Whānau will be informed by a text if their child has been bitten. An event report will also be recorded on Safety Nest and signed by parents on arrival.
- As per our Privacy Policy, Kaiako will protect the privacy of the tamaiti who bit.
- Kaiako will support the child who was bitten: caring for them and helping them feel better.
- Kaiako will explain to the child who bit, that such behaviour is not acceptable, saying “no” or “no biting”. They will be encouraged to use words or gentle hands to communicate their feelings, or to come and ask a teacher for help.

- Kaiako will encourage restoration, inviting the child who bit, to care for the child who was bitten. This could be getting them a cold cloth, sitting with them, asking them how they are feeling, offering them a hug.

In the event of a pattern of biting:

- Whānau of the child who bit will be informed on the day, either through verbal communication on pick up or a text message. Kaiako will share that if the child bites more than two times, they will use the steps in the social competence policy to identify triggers and trial strategies.
- Kaiako understand biting can be a developmental stage for young tamariki who are learning to express their feelings and communicate with others.
- Kaiako will share the 'Biting' pages of He Māpuna te Tamaiti (Appendix A) to support whānau as they understand biting as a common developmental stage for young tamariki.
- Kaiako will communicate with whānau that they will conduct observations to try and find if there is a trigger to the biting.
- Kaiako will gather data around the times and/or triggers of biting, and share this data with whānau. Kaiako will work in partnership with whānau and children, trialling different strategies to support the child to find other ways of communicating or expressing themselves.

Policies related to:

- Health and Safety Policy – Injury and Illness Policy
- Social Competency Policy

Links He Māpuna te Tamaiti

Policy written: March 2024

Policy review: March 2025

Biting

(The advice and strategies below can apply equally to other hurting behaviours.)

Biting is a relatively common behaviour for infants and toddlers. Infants explore their world with their hands, eyes, ears, and mouths, and toddlers are only just beginning to learn how to regulate their feelings and their reactions to others.

Generally, biting is something that children grow out of as they develop self-control, language, and other ways of communicating, solving problems, or relieving stress. However, it is a good idea to discourage biting and other hurting behaviours for the first time they occur, because such behaviours can isolate children from their peers. It is also important to think about what might be causing the hurting behaviour, while making a plan for responding supportively and consistently.

For toddlers and young children, causes of biting include:

- to be in control
- to obtain attention
- to communicate needs when, for example, hungry or tired
- to relieve stress or express frustration of discomfort
- to imitate others
- to explore what happens when they bite.

Preventative strategies for biting (and other hurting behaviours) by toddlers and young children include:

- developing and teaching consistent and predictable routines and behavioural expectations, with gentle reminders and prompts
- fostering verbal and non-verbal communication skills for gaining attention and expressing needs
- giving clear messages in response to hurting behaviour, which reduces the likelihood of future occurrences
- reducing stress for children by supporting them to manage transitions and other situations that can cause anxiety
- listening to children and being aware of their feelings
- teaching strategies to manage conflict, seek help, and calm down
- providing attention and positive feedback when children are playing nicely with others or using self-control to manage conflict and stay calm.

What to do when a toddler or young child bites or hurts

What you do will vary, depending on the incident, the children involved, and your relationship with them. Here are some potential strategies:

- Calmly move to the children's level, so that you are in close physical proximity and better able to keep them safe.
- Ensure that you are calm. Take a moment and take a deep breath before you respond. You are here to help the children learn.
- Attend to the child who has been hurt. Offer comfort. Give first aid, such as putting ice on the bite. (If possible, ask another kaiako or child to collect the icepack.)
- If you think the children are able to talk about the incident, ask them both what happened. Make sure you listen and respond respectfully, without judgment. Name, validate, and acknowledge the children's emotions. *It seems like you felt frustrated. It's hard to wait for a turn.*
- During or after this conversation, make your expectations clear. *No biting. It hurts when we bite; we don't hurt our friends.* Depending on the child and the reason the incident occurred, describe what they should do next time. *When you feel cross, you can walk away. You can ask a kaiako for help. You can say, "It's my turn, and your turn next."*
- Stick around. Help the children return to play, together or separately depending on their preference. Take some time to notice their positive behaviour. Comment on what they are doing well. *You are waiting patiently for a turn. You passed the toy to Ella – nice sharing.*
- Talk with the whānau of the child who has been bitten. Explain how the situation has been handled and the preventative strategies that are in place.

If the hurting behaviour has become a habit, make a plan for responding consistently, in combination with the preventative strategies above. Changing behaviour takes time; a consistent approach by kaiako and between the home and the early learning setting will be most effective.

ICT/Cybersafety Policy

Rationale: To ensure information and communication technology (ICT) is used safely and responsibly by adults to support children's learning. The Internet is an important source of knowledge, a research tool and a means of social interaction for children, but it can also expose them to dangers and inappropriate material.

The privacy Act 1993 & films, videos and publications classification Act 1993/Amended 2005, Netsafe. From the Films, Videos and Publications Classification Act 1993/Amendment 2005
Objectionable means: For the purpose of the Act, a publication is objectionable if it describes, depicts, expresses or otherwise deals with matters such as sex, horror, crime, cruelty, or violence in such a manner that the availability of the publication is likely to be injurious to the public good.

Te whāriki: Wellbeing children are kept safe from harm.

Licensing Criteria for Early Childhood Education & Care Services 2008:

HS32: All practicable steps are taken to protect children from exposure to inappropriate material.

At Eden Kindergarten we are committed to providing adequate ICT for administrative purposes and to support and promote children's learning. We acknowledge our responsibilities to implement procedures that promote cyber safety for staff and children.

Procedures:

- Kaiako use cell phones (owned by Eden Kindergarten) while on the teaching space. These cell phones do not have access to mobile networks, but are connected to the internet.
- Kaiako use these for communicating on the following apps, Teams app for internal communication, SafetyNest, QR Codes connected to Google Forms, Discover app for logging data about presence/ absence, recording children going on an excursion, roll call for safety drills, logging sunblock application, Spotify for playing music and songs for mat times or individual children, and taking photos and videos of learning moments.

- If children are using a device for researching, kaiako must be supervising the child at all times.
- Kaiako will ensure induction information contains information about Eden Christian Kindergarten's commitment to cyber safety and provides an outline of how this will be achieved.
- If at any time children access or are exposed to inappropriate or objectionable material the incident is to be recorded and reported to Manager.
- In the event of staff accidentally accessing low level inappropriate material (eg. SPAM emails) the staff member should delete the material.
- In the event of staff accidentally accessing objectionable material (as described in the Films, Videos and Publications Classifications Act, 1993) the material should be deleted and the incident recorded and reported to the Manager.

Our Eden Kindy Family Facebook page which aids in communication with families and the community is a private group. Kaiako regularly check the members of the group and remove any who no longer have children at Eden.

The child enrolment agreement may give permission for children's photos and work to be used for publicity purposes. Permission is also obtained from parents before using photos of children on Eden Kindy Family Facebook page.

- Only kaiako of the kindergarten team may be the Administrator of the Facebook page.

ICT related activities that are inappropriate include but are not limited to:

1. Visiting sites or receiving communications that contain material that is dangerous or objectionable as defined in the Films, Videos and Publications Classifications Act, 1993/Amended 2005).
2. Saving or distributing material by copying, storing or printing.
3. Inappropriate or over-use of social networking or other websites – careful judgement must be exercised before accessing any website on kindergarten ICT equipment.

4. Gambling.
5. Soliciting for personal gain or profit.
6. Making and posting indecent comments, remarks or proposals.
7. Uploading or downloading commercial software in violation of copyright.
8. Downloading any software or electronic files without reasonable virus protection measures in place.
9. Passing off personal views as those representing Eden Christian Kindergarten.
10. Any activity that violates New Zealand law.

Appendix A: Facebook Permission form:

While your enrolment form provides a place for you to stipulate whether you give permission for your child's photos to be used for publicity purposes; we feel that further and more detailed permission is required from whānau for us to share information, photos, artwork, videos etc. onto our private Facebook page.

Therefore, we ask that you read the following questions and tick the box that matches the wishes of your whānau. We have really appreciated your support with our page, and we are excited by the opportunities that this forum offers our learning community.

If you have any questions, please feel free to discuss with any member of the teaching team.

Please fill in and sign the permission form below and send it back to us as soon as possible.

Permission form for.....Kindergarten's Facebook page.

I give/ do not give permission for photos of my child to be posted on the kindergartens Facebook page.

I give/ do not give permission for videos of my child to be posted on the kindergarten Facebook page.

I give/ do not give permission for photos or videos of my child to be posted on the kindergarten Facebook page in a group setting only.

Child's Name: _____ My Name: _____

I am Parent: Caregiver Legal Guardian

Signed: _____ Date: _____ Caregiver Legal Guardian

Appendix B: ICT/Cybersafe Agreement for whānau:

We define ICT as any device used to enhance the learning environment including computers, printers, ipads, cameras, cellphones, the wireless network, ipods, software, video cameras.

Rules and responsibilities

I understand that:

- If I use my own camera/phone to take pictures/videos of my child at Eden Christian Kindergarten I will not take any of other children without their parents' permission.
- At Eden we do our best to enhance learning through the safe use of ICT. This includes working to restrict access to inappropriate, illegal, or harmful material on the internet or ICT equipment/devices within the educational environment or during educational based related activities.
- The teachers will immediately respond to any cyber-safety breaches in an appropriate manner.
- I have access to the ICT/Cybersafe policy at any time and I know that Eden Kindergarten welcomes enquires from parents/whanau about cyber-safety issues.
- I am responsible for who I share the access/viewing of my child's Storypark portfolio with.
- I understand that any breaches of this User Agreement will be investigated and may require a response by the Manager, which could include, where necessary, referral to a law enforcement agency.

Name:

Childs name:

Signature

Date: