

SLEEP POLICY

PURPOSE:

To ensure that there is a safe, quiet space for young children to sleep or rest during the day.

PRACTICES:

- A designated area will be made available daily for children to sleep or rest. Generally this will be in the carpeted sleep/activity room.
- Fingerprints provides individual bed linen and this will be laundered at least once a week on the child's last day of attendance.
- Children's mattresses will be adequately arranged to promote hygiene and safety and to allow easy access by staff members. These mattresses will be sprayed with bleach solution and wiped down with a paper towel and left to air over the weekend.
- Children will not have access to food in the sleep room.
- Teachers are able to supervise drinking of liquids for children in the sleep area but the child must be sitting upright or held. Any liquid container must be removed to the white shelf when not being consumed.
- A staff member will stay in the room until all children are settled or asleep and will monitor sleeping or resting children. When there is no staff member in the sleep area, each child will be checked no less frequently than every ten minutes.
- A 'sleeproom monitoring' chart will record each time the sleeproom is checked. A timer will be used to remind teachers to check every 10 minutes or more frequently if they feel they need to.
- The times each child went to bed, fell asleep and woke up will be recorded on the 'sleep chart'.
- When monitoring sleeping children A staff member will check for warmth, breathing, and general well-being. Room temperature and ventilation will be checked with bed coverings being adjusted accordingly.
- Staff members will allow children to wake naturally from sleep, unless instructed otherwise.

GUIDING DOCUMENTS: Education Regulations 2008 46, HS9, 10, 11

Approved by:

Centre Director: *Hilary Henderson*

Date Reviewed : January 2024

Service Provider

Contact Person: *Aaron Donaldson*

Date Reviewed: January 2024

Next Review: January 2025

Consider the following about tikanga in each review

Sleep time

Whakapapa

Tikanga examples

- ✦ Sleep room is blessed with a karakia and waiata.
- ✦ Each infant/toddler has a primary caregiver who knows them and the whānau.
- ✦ Sleep rituals from the whānau are respected within the centre, for example, rocking the child to sleep and/or singing whānau waiata, reading pukapuka.
- ✦ Each child has their own comforters, for example blankets or toys, to assist with sleep routines. Children and parent voices are reflected in the sleep room routines and procedures. For example, the parents can request that the child has a morning sleep due to not having a good night's sleep the previous evening. Likewise, when parents do not wish their child to have a sleep in the afternoon, they can request this.
- ✦ Parents' voices, whānau voices are also shared within the child's portfolio (guidance by teachers given) around their sleeping routines.

Ukaipōtanga

Tikanga examples

- ✦ Children are given a sleeping space which has their belongings in it, for example, a soft toy.
- ✦ The sleep room is a place where children are able to relax and rest knowing they are safe and secure.
- ✦ Infants and toddlers are familiar with their own cots, mattresses, bedding, and who sleeps around them.
- ✦ The sleep room is arranged so that all children are safe when sleeping, for example, sleeping positions are head to head or feet to feet.
- ✦ The sleep room is set out so that teachers can easily access the waking up children and do not have to navigate around other sleeping children.

Te reo Māori

Mihimihi (geographical features of area)

Ko Aoraki te mauka
Ko Wataki te awa
Ko Ngāi Tahu te iwi
Ko Kidz Play te whare kōhungahunga
Ko Madeleine aha
No reira tēnā tātou katoa.

Mihimihi (introduction)

Tēnā koutou te whānau
Ko Delain Morrison aha
No Rotorua aha
No reira tēnā tātou katoa.

Waiata tautoko (supporting waiata to sing after a mihi of introduction)

Te Aroha

Te Aroha
Te Whakapono
Te Rangimarie
Tātou, tātou e.

He tāngata kē koutou
He tāngata kē mātou
Engari i tēnei wā
Tātou tātou e.

Let love
faith
and peace
unite us.

You are different
We are different
But at this time
We are as one.

Developed for the Kaupapa Māori in Early Childhood Education project by
Ngaroma Williams with Mary-Elizabeth Broadley.
Available at: www.akooteaeroa.ac.nz/kaupapa-maori-early-childhood

EXAMPLES OF TIKANGA

Reflective of Kaupapa

- ✦ Whakapapa
- ✦ Ukaipōtanga
- ✦ Te reo Māori

Curriculum areas

- ✦ Free play
- ✦ Excursions/Visits
- ✦ Sleep time

Developed by

Open Polytechnic
KURATINI TUWHERA

Supported by

AKO AOTEAROA
Kaitiaki Takekōwhiri
Ministry of Education

1) Taha tinana (physical well-being) - relates to caring for one's physical self, and it's development.

Along with an understanding of the body and how to stay healthy, Māori consider some aspects in relation to the body as tapu, or sacred and special. For example, the head is considered as tapu, and one does not touch or pat another's head. Personal physical space is also to be respected, and it is rude and demeaning to their mana to step over someone. As teachers, we need to be aware of this in the sleep room. Encouraging movement through activities and play in early childhood environments also contribute to the well-being of tamariki. "Our physical 'being' supports our essence and shelters us from the external environment. For Māori the physical dimension is just one aspect of health and well-being and cannot be separated from the aspect of mind, spirit and family" (<http://www.bpac.org.nz>).