

TRANSITIONS FOR CHILDREN POLICY

Updated: May 2025



What are we talking about in this document?

This policy is related to the transitions of children within the service, ensuring smooth and supportive transitions for children, families, and staff.



Who is this for?

This policy applies to children, families, staff, management, students, and visitors of the service.



Why do we need this policy?

Each point of transition is an opportunity to develop and strengthen relationships with children. When parents and children feel safe and supported in their transitions, they feel a sense of belonging and security. This policy also ensures the services adherence to legislative requirements.

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Key Terms

Term	Meaning	Source
Transitions	Major transitions occur at times of significant change, such as when children first attend early childhood education and care or start school, when the child takes on a new role or becomes part of a new social group. Everyday transitions occur as a regular part of a child's day or week as they move from one setting to another, such as home to preschool or between different early childhood settings. Transitions also occur within settings, and include changes from one activity to another, from one educator to another, from indoor to outdoor play spaces, and transitioning to and from meal and sleep times (Harrison 2016).	
Routines	Regular, everyday events in early childhood settings such as mealtimes, sleep/rest times, group times, getting ready for	

	outdoor play, nappy change/toileting, hygiene, arrivals and departures. Routines are a key component of the curriculum/program. Effective routines provide children with a sense of predictability and consistency that help children to feel safe, secure and supported.	
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The Important Stuff

A collaborative approach is essential for transitions with children at Keiki Early Learning because it ensures that all stakeholders, including families, educators, and external programs, work together to provide consistent support and continuity. This partnership helps children feel secure and confident as they move between different stages of their early education, fostering a sense of belonging and promoting their overall well-being and development.

Transitions can be:

- into the service
- through the service (between rooms or age groups)
- through each day (during arrival, departure and throughout daily routines)
- between different services (when a child also attends school, intervention or medical services)
- out of the service (end of care, to another care service, to a different Keiki service, to school)

The service aims to ensure that transitions are smooth and comprehensive for all children. We acknowledge the critical role we as Educators have in providing an educational environment that supports children's wellbeing, promotes equity and celebrates diversity.



Procedures and Guidelines

Early Learning Transitions

Transition into the service (at enrolment)

- Information about orientations can be found in the [Enrolment and Orientation Policy](#).
- On the first day:
 - the child and their family will be welcomed by the Centre Coordinator or Nominated Supervisor
 - They will be greeted by one of the educators in their room who will show them where to sign in and out, discuss what is happening in the room, and show where the child's bag can be stored.
 - Educators will upload a snapshot or learning story about the child's first day to Xplor.

Consideration will be made to each family regarding the initial settling in period and strategies may be offered to assist both parents and the child. Parents will be reassured that they are able to stay with their child for as long as they choose in the early days; speak to their child's educator at any time; contact the service during the day to 'check' in on their child and request help with separation if this is a problem for their child.

Daily transitions into and out of the service

Information about arrivals to and departures from the service can be found in the [Arrival, Departure and Authorisation Policy](#).

Transition between rooms

- Children will only be transitioned when they are ready in all aspects of their development and in accordance with their age.
- Room transitions will occur once there is a vacant position for the child.
- Management will consult with families when a child is transitioning to the next room, discussing their expectations and requirements to ensure the child is supported to settle into their new environment.
- The Coordinator and Educators aim to ensure the transition between rooms is positive and smooth, communicating with families about how the transition is progressing.
- Information about the child will be shared with their new Educators.
- The child will visit the new room at least twice, but each child's needs will be assessed on an individual basis.

Transition out of the service

Most children leave the service when they go to school, however they may leave in other circumstances such as moving away or moving to another service. Educators and Centre Coordinators will work in collaboration with parents to prepare children for the transition out of the service.

When a child is transitioning to school:

- As Early Childhood Educators who are instrumental in influencing children's learning patterns for later life, it is our responsibility to set them on a course that will inspire investigation, exploration, problem-solving, questioning, discovery and challenges.
- The Keiki Preschool program is implemented by Educators, ensuring children are prepared for the transition to school. This information is available for Educators in the Preschool Educators Guide.
- To ensure the transition to school is a positive experience for children and families, we will implement a range of activities and experiences that may include, but is not limited to:
 - Visits by children to a local primary school setting
 - Family information sessions
 - Visits from Kindy teachers and/or Principals,
 - Exchanging information about a child's individual strengths and needs,
 - Networking with Educators, Primary school teachers and Principals,
 - Developing essential skills as outlined in the Keiki Preschool Program Educators Guide,
 - Supporting children's social and emotional wellbeing.
- Nominated Supervisors, Centre Coordinators, Early Childhood Teachers and Educators will work together to implement the Keiki Preschool Program in preparation for children transitioning to school. They will ensure the program is individualised to suit each child and their family, working in collaboration with the family and other relevant professionals such as teachers or early intervention services.
- In Western Australia, children can start Kindergarten if they turn 4 before the 30th of June of that year. Kindergarten is not compulsory. Pre-primary is the first compulsory year of full time school. This is from the beginning of the year in which a child reaches 5 years and 6 months.
 - A school age calculator and further information can be found at [Department of Education – Enrol at School](#)

Transitions during the day

Throughout the day, children experience transitions during routines such as, but not limited to:

- Mealtimes
- Rest/sleep times
- Group times
- Getting ready to go outside
- Toileting.

Each of these times is an opportunity to build relationships, demonstrate trusting relationships, and support children to feel valued. Centre Coordinators/Nominated Supervisors and Educators will develop routines specific to their context that assist children to experience smooth transitions throughout the day, ensuring health and hygiene requirements are built into these routines.

Outside School Hours Care Transitions

Transition into the service (at enrolment)

- Information about orientations can be found in the [Enrolment and Orientation Policy](#).
- Educators will speak with the family about transitions between school and the service. This will include information on educators dropping children to or picking children up from class, or for older children the expectation that they will move directly between their class and the service.

Transition into before school care

- Information about arrivals to and departures from the service can be found in the [Arrival, Departure and Authorisation Policy](#).

Transition from before school care to school

- Children in Kindergarten and Pre-primary will be walked to their classrooms at the start of the school day and handed into the care of a teacher or education assistant in the classroom.
- Children in Year 1 and above will be released from OSHC at classroom opening time and will walk directly to their classroom.

Transition from school into after school care

- Children in Kindergarten and Pre-primary will be collected from class by an educator, who will sign them in.
- Children in Year 1 and above will walk from their classroom to the OSHC space and be signed in by an educator.
- Once sufficient time has passed to allow children to reach the OSHC from their classrooms, an educator will ensure all booked children are accounted for.
- The following process will apply when a child is booked in but does not arrive:
 - Check with the school office or teacher to clarify if the child has been at school and/or picked up early.
 - If the child was at school and did not leave early, commence a search of the school grounds (including any exit/entry points or kiss and drive) and ask the

school to make an announcement on their PA system, asking the child to make their way to the OSHC or the school office.

- If the child cannot be located quickly, call the parents/guardians.
- If the parent does not answer the phone, text all listed parents/guardians stating “URGENT, your child (insert name) has not arrived at Keiki OSHC, please call us”.
- One staff member will continue to try and contact parents/guardians and authorised nominees. A search of the school grounds will continue if there are enough staff members.
- Call Keiki Hub to inform the General Manager or Owner.
- If the child still cannot be located and no parents/guardians or authorised nominees can be contacted, send another text stating “URGENT, we need to call the police as your child (insert name) has still not arrived at Keiki OSHC and we cannot locate them”.
- Call the police and inform them you have a child who has not arrived at the service and cannot be located. Follow their instructions.
- The Centre Coordinator/Nominated Supervisor must notify the Regulatory Authority within 24 hours (Regulation 176(2)(ii)).

Transition out of after school care

Information about arrivals to and departures from the service can be found in the [Arrival, Departure and Authorisation Policy](#).

Transition out of the service

Where required, Educators and Centre Coordinators will work in collaboration with parents to prepare children for the transition out of the service.

Transitions during the day

Throughout the day, children experience transitions during routines such as

- Mealtimes
- Group/activity times
- Getting ready to go outside.

Each of these times is an opportunity to build relationships, demonstrate trusting relationships, and support children to feel valued. Centre Coordinators/Nominated Supervisors and Educators will develop routines specific to their context that assist children to experience smooth transitions. When developing and implementing routines, educators will consider the range of ages and abilities of children as well as health and hygiene requirements.

Support for transitions and transition plans

Some children require additional support during transitions. While this may coincide with an Inclusion Support Plan, many children need assistance with changes and transitions without necessitating an Inclusion Support and Risk Management Plan.

Different strategies work for different children; however, the following strategies may be considered:

- Provide children with advanced notice of upcoming changes.
- Communicate clearly and simply with children about what is happening.

- Establish consistent routines to help children anticipate transitions throughout the day.
- Use visual aid schedules or auditory cues, such as the same song or words each time.
- Develop personalised transition support plans with tailored strategies for children who require them (this would form part of an Inclusion Support and Risk Management Plan).
- Offer emotional support to children who find transitions challenging.
- Incorporate children's interests into transitions, for example, using a favourite song as a pack-away song or inviting them to participate in an activity they enjoy.
- Collaborate with families to develop strategies that work best for each child and maintain open lines of communication.

Supervision during transitions

Transitions are high-risk times during the day, making effective and active supervision crucial for maintaining the safety and well-being of children. The [Keiki Supervision Guide](#) provides comprehensive guidance on ensuring supervision strategies are effective.

Here are a few strategies to assist during transition times:

- **Set Up the Environment:** Arrange the environment to ensure clear supervision and eliminate blind spots.
- **Strategic Positioning:** Position yourself in areas where children are present, allowing you to respond promptly as they transition between spaces or arrive and depart from the service.
- **Engage and Scan:** Position yourself in a spot that allows you to scan the environment while engaging with the children. Maintain awareness of the number of children in the environment and communicate with your team to ensure ratios are met at all times.
- **Regular Headcounts:** Conduct regular headcounts, increasing their frequency during high transition times such as arrivals and departures. Account for children visually, by face and name, rather than just by counting heads.

Excursions

Excursions involve numerous transitions, including moving between the service and transport, transport and the excursion venue, and back again. These transitions can be overwhelming for children and pose significant risks.

To ensure the safety of children, services are required to complete Excursion Risk Assessments and obtain an Excursion Authorisation Form signed by a parent, guardian, or authorised nominee. As part of the risk assessment, services must consider how to manage the risks associated with transitions between the service and the venue, as well as the use of transport. It is essential to evaluate how children will respond to these transitions and determine the necessary levels of supervision.

Emergency procedures and procedure rehearsals

Emergency procedures are rehearsed every three months to assist children and staff to become prepared and know what to expect during a real emergency. These rehearsals also help children prepare for future rehearsals.

Some children may need to be advised of emergency procedure rehearsals in advance to prepare them for the upcoming transition.

This may also need to be considered when preparing children's inclusion support and risk management plan.

Transitions between Keiki services

When a child transitions from one Keiki service to another, parents will let both Centre Coordinators know. Centre Coordinators will liaise with each other to hand over relevant information about the child, as they would do if the child were transitioning between rooms in a service.

Centre Coordinators and Educators will work with the family to ensure a smooth transition.



Supporting Documents

Policies

[Service Cleaning and Maintenance Policy](#)
[Enrolment and Orientation Policy](#)
[Health and Hygiene Policy](#)
[Incident, Illness and Administration of First Aid Policy](#)
[Workplace Health and Safety Policy](#)
[Excursion, Incursion and Safe Transportation Policy](#)
[Supervision Policy](#) and [OSHC Supervision Policy](#)
[Positive Guidance, Inclusion and Relationships with Children Policy](#)

Other Documents

[Inclusion Support Documentation](#)

Resources

[Plan for Effective Transitions - ACECQA](#)
[Transitions and Supervision in Outside School Hours Care](#)



Sources

- [ACECQA – Australian Children's Education and Care Quality Authority. \(2022\).](#)
- [Early Childhood Australia Code of Ethics. \(2016\).](#)
- [Education and Care Services National Law \(WA\) Act 2012. \(2022\).](#)
- [Education and Care Services National Regulations 2012. \(2023\).](#)
- [Guide to the National Quality Framework. \(2022\).](#)
- [Belonging, Being & Becoming. The Early Years Learning Framework for Australia, v2.0. \(2022\).](#)
- [Keiki Early Learning. Keiki Preschool Program: a guide for educators \(2022\).](#)



Links to Regulations		
National Quality Standard		
Quality Area 2: Children's Health and Safety		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Quality Area 5: Relationship with children		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
Quality Area 6: Collaborative partnerships with families and communities		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

Education and Care Services National Regulations	
84	Awareness of child protection law
155	Interactions with children
156	Relationships in groups
157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider

Education and Care Services National Law	
165	Offence to inadequately supervise children
165A	Offence relating to children leaving the education and care service premises unauthorised
167	Offence relating to protection of children from harm and hazards



Review & Document Control	
Policy Reviewed	Modifications
6 th November 2017	Created from New Family Policy. Added Transitions.
15 th November 2017	Reviewed by Mandy (Panel) added in about transition forms for room to room transitions and visits to new room assessed on individual basis. Reviewed by Jackie (Area Manager) and Ruth (Mindarie Keys ELC 2IC and Ed Leader), removed term 'getting ready for school program' as it is incorporated into the learning program. Reworded Educators will to Educators and Early Childhood Teacher will work together to. Added Literacy and Numeracy tracking into Educators and ECT will work together to.
8 th January 2018	Quality Area updated to reflect changes to NQS. Centre Director term replaced with Coordinator.
10 th November 2018	Minor grammatical errors corrected.
November 2019	Updated school transition with educational leader input across services
November 2020	Sources checked. Educational Leaders to review in 2021.

March 2023	New format & restructure for readability. Orientation information removed (in enrolment policy). Transition to school information condensed. Information added & categorised about daily transitions. Added first day information from previous enrolment policy. Added OSHC specific section. Added information about transitioning between Keiki services. Checked and updated sources, regs, law & standards. Updated and added relevant hyperlinks.
May 2025	New format. Reworded Early Learning and OSHC. Changed wording from Transitions during routine to Transitions during the day. Added sections Support for transitions and transition plans. Supervision during transitions and excursions.

Disclaimer

It is each employee, family and visitor to the service's responsibility to read, understand, follow and address any concerns with management about this policy.

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