



Version 1 | Mahi Tuatahi

Effective Date | Whakamana tahito: June 2024 | Hune 2024

Next Review | ā houanga arotake: March 2025 | Māehe 2025

Policy Owner | Rangatira Kaupapa Māhere: Chief Executive Officer

Key Accountabilities | Ngā Takonga Tuatahi: Chief Operating Officer, Senior Teachers, Etu Ao Visiting Teacher Lead

## Introduction | Tīmatanga Kōrero

The purpose of this policy is to:

Ensure teachers and all visitors to kindergartens and other Whānau Manaaki services use appropriate intentional practice to support and build children's developing social and emotional competence. All teachers and visitors will follow He Whānau Manaaki Social Competency Strategy.

## Applies To | Ko Wai Whakahāngaitia

This policy applies to all People, Teachers, Visiting Teachers, Drivers, Drivers Assistants and TONI Educators employed or contracted by He Whānau Manaaki o Tararua Free Kindergarten Association (Whānau Manaaki).

## General Principles | Mātāpono Whānui

1. All kindergartens and Etu Ao services will develop their own Social Competence procedures, specific to their service in line with this policy and following the Whānau Manaaki Social Competency Strategy.
2. Anyone who works for, participates in, or visits the kindergarten or home-based service will promote and engage in socially competent practices that enable all children and people of the learning community to build a strong sense of mana, retain their dignity, show integrity, and be respectful.
3. Whānau Manaaki will provide opportunities for Teachers, Visiting Teachers, Drivers, Drivers Assistants and TONI Educators to participate in ongoing professional development to ensure current and appropriate practice occurs.
4. No child will be:
  - Subject to any form of physical discipline (e.g. hit, smacked, dragged, or manhandled)
  - Isolated: This includes the use of time out or any other exclusionary practices
  - Immobilised
  - Deprived of food, drink, warmth, shelter, or protection.  
(ECE Regulation 56(1))

*In the event of a child's extreme behaviour please refer to our Guidelines for Extreme Behaviour attached to this Policy*



### **Relevant Legislation and Regulations | [Whaitake Ture me Waeture](#)**

He Mapuna te Tamaiti

Ministry of Education document “Providing Positive Guidance –Guidelines for Early Childhood Education Services 1998”

Education (Early Childhood) Regulations 2008

Education and training Act 2020

Licensing Criteria for early Childhood Education and Care Centres 2008

Section 59 Crimes Amendment Act 2007

### **Related Procedures or Processes and Documents | [Pākanga Tukanga me Pukapuka](#)**

He Whānau Manaaki Strategic Framework

Te Whāriki Early Childhood Curriculum

Social Competence Strategy

Kindergarten’s own Social Competence procedures

Professional Relationships: Developing a Collaborative Team Culture Kit

Guidelines for Responding to Extreme Behaviour

### **Policy Review Cycle | [Kaupapa Arotake Hurihanga](#)**

This policy is to be reviewed every two years. Whānau Manaaki may amend or cancel this policy or introduce a new policy, as it considers it necessary within the current cycle of the policy. Any amendments will be considered by the policy Working Group and will need to be approved by the Senior Leadership Team and the Board. The policy will continue on the same review cycle.





Version 1 | Mahi Tuatahi

Effective Date | Whakamana tahito: December 2023 | Tihema 2023

Next Review | ā houanga arotake: December 2025 | Tihema 2025

Policy Owner | Rangatira Kaupapa Māhere: Chief Executive Officer

Key Accountabilities | Ngā Takonga Tuatahi: Chief Operating Officer, Senior Teachers, Etu Ao Visiting Teacher Lead

### Procedure

1. All teams will be familiar with the Ministry Resource He Māpuna te Tamaiti and the Association Inclusive Education Policy and Social Competence Policy, and HWM Social Competency Strategy Criteria to inform, develop and document your Social Competency Procedures for your kindergarten.
2. Professional Relationships is the basis of and what informs what is valued and viewed as social competence and appropriate behaviours in the kindergarten curriculum. The Social Competency Strategy criteria support teams procedures to include:
  - i. Professional Relationships with tamariki
  - ii. Professional Relationships with parents and whānau
  - iii. Professional Relationships with colleagues
3. Each teaching teams Social Competence Procedure will include the actions, behaviours and intentional teaching strategies that meet our Social Competence criteria using the reflective questions to consider. These include how you build respectful and reciprocal professional relationships with tamariki, parents and whānau, and with colleagues.
4. Teaching teams' procedure, and practice, will be inclusive, culturally responsive and reflect a learning focused culture. Including identifying practices that consistently support the mana of each child, are inclusive of all tamariki and which honour our commitment to a Te Tiriti o Waitangi partnership.
5. Teachers' practice will demonstrate an understanding that children learn best:
  - in a secure and consistent environment, which reinforces positive behaviours and acknowledges children's multiple ways of being and preferences;
  - when they are aware that they are making choices and are responsible for those choices; and
  - when they are provided with frequent positive feedback.
6. Children will be encouraged to resolve conflict peacefully and to be given time and opportunities to practice the processes for doing this. Guidance can be given, situations talked through, and children encouraged to suggest appropriate solutions.
7. Safety limits shall be established and consistently maintained.





8. When children need extra support to work successfully alongside others, teachers will:
  - Gather documentation such as observations of the child's play/interactions with others;
  - Seek support and guidance from He Whānau Manaaki Learning support group and Senior Teachers;
  - Develop an individual plan that includes teaching strategies which will support the child. This will be done in consultation with parents/whānau and any other appropriate persons /agencies.
  
9. Teachers will not discuss other children or their parents with any other parent or member of the community. However, Teachers will acknowledge the concerns parents have about the impact of others behaviours on their child and provide appropriate information about the strategies they are using to support their child.
  
10. In accordance with the Education and Training Act 2020 teachers must not physically restrain children unless it is necessary to prevent imminent harm to the health, safety, or wellbeing of a child or to another person and the teacher or staff member reasonably believes there is no other option available in the circumstances.





## Introduction | Tīmatanga Kōrero

Extreme behaviour can be defined as “A child will / is causing imminent harm to the health, safety or wellbeing of themselves or another child or another person.”

In accordance with the Education and Training Act 2020 teachers must not physically restrain children unless it is necessary to prevent imminent harm to the health, safety or wellbeing of a child or to another person and the teacher, or staff member reasonably believes there is no other option available in the circumstances.

Extreme behaviour which results in physical violence used against children and /or kaiako can occur when working with children with extreme behavioural needs. Kaiako will take every possible action with all tamariki to prevent any incidents of physical violence, however, this behaviour is something that kaiako need to know how to deal with collaboratively, consistently and appropriately.

## Applies To | Ko Wai Whakahāngaitia

This policy applies to all People, Teachers, Visiting Teachers, Drivers, Drivers Assistants and TONI Educator’s employed or contracted by He Whānau Manaaki o Tararua Free Kindergarten Association (Whānau Manaaki).

## General Principles | Mātāpono Whānui

### Guidelines for Responding to Extreme Behaviour

#### When dealing with incidences of Extreme Behaviour:

- Whānau Manaaki Learning Support will be contacted and a request for additional support put in place to minimise extreme behaviour. This will include observations, intentional teaching strategies, PLD, resourcing and support.
- Planning and preparation is a critical approach to mitigate Extreme Behaviour. This includes developing and documenting clear expectations and boundaries and consistent intentional teaching strategies across the team. Things to consider how the team will respond, where the calming down space is, who stays with the child, who is responsible for writing follow up report.
- Ngā kaiako will develop an Individual Plan (IP) (if this has not already been done) in consultation with the whānau, Whānau Manaaki Learning Support and other external agencies that may be already involved.





- The wellbeing and mana of everybody will be considered:
  - child with the extreme behaviour,
  - anyone who has been hurt,
  - whānau of child who has been hurt,
  - whānau of child who displays extreme behaviour,
  - kaiako.

### When responding to Extreme Behaviour kaiako will:

- Intervene quickly and state preferred action clearly, using the agreed strategies from the individual Plan.
- Provide child with clear directions that will support their next actions e.g. “Hands down”, “Breathe”, “Let’s go for a walk outside.”
- When possible Kaiako will actively praise the specific behaviours, they would like to see to encourage and support the child.
- Kaiako may have to physically hold or remove the child guide and support them to move to a designated calming down space, keeping themselves and the child safe as possible and upholding their mana.
- Support the child to self-regulate (tamariki have different ways of calming down and it is about the team understanding what they need in order to calm down - it may be using a fiddly toy etc.)

### Follow Up

- Kaiako to look for solutions together to help the child to self-regulate and re-engage in the curriculum.
- Revisit the event with the child once the child and kaiako have calmed down and recovered from the incident.
- Avoid overtalking to the child.
- Report incident/s of Extreme Behaviour to your Senior Teacher.
- The Senior Teacher and/or CEO must be notified where kaiako and/or other children are injured.
- Any kaiako who is injured will add this information to GOSH and seek medical attention if necessary.
- Kaiako to implement an Internal Evaluation and document the incident fully considering what the possible triggers were. This should be specific, non-judgmental, and brief:
  - what happened prior to the incident,
  - what the response of the Kaiako was,
  - describe the behaviour of the child and the strategies used by Kaiako,
  - identify what needs to change and action.
- This information will help the team to develop actions moving forward as it will help kaiako to understand the trigger for the behaviour/s.
- Inform the parents/whānau of the event, bearing in mind the safety of the child.





- If a plan has not already been written the team will, in consultation with Whānau Manaaki Learning Support and whānau, develop an Individual Plan (IP).
- The team will work in a way that supports whānau; being thoughtful and responsive to their family situation, aspirations, and culture. Kaiako will decide with them when communication will occur and how they would like to be kept informed about any further developments or progress.
- Any support staff will also be consulted and kept informed.
- Ensure that everyone including the child is aware of the plan and the outcome/ consequences should the extreme behaviours continue.
- If whānau approach the team about concerns, they may have about another child the team must keep conversations confidential and not share information about the child or the child's family.
- If any further issues arise (e.g. verbal or physical abuse between parents or to kaiako) talk to your Senior Teacher immediately.
- The Association in consultation with the Head Teacher and Senior Teacher may facilitate communication with the child's family/whānau.

### **Relevant Legislation and Regulations | *Whaitake Ture me Waeture***

He Mapuna te Tamaiti

Ministry of Education document "Providing Positive Guidance – Guidelines for Early Childhood Education Services 1998"

Education (Early Childhood) Regulations 2008

Education and Training Act 2020

Licensing Criteria for early Childhood Education and Care Centres 2008

He Whānau Manaaki (WMK) Strategic Framework

Section 59 Crimes Amendment Act 2007

Te Whāriki Early Childhood Curriculum

Kindergarten's own Social Competence procedures

Collaborative Team Culture Kit

### **Related Procedures or Processes and Documents | *Pākanga Tukanga me Pukapuka***

Social Competency Strategy

Guidelines for Responding to Extreme Behaviour

### **Guidelines Review Cycle | *Kaupapa Arotake Hurihanga***

These guidelines are to be reviewed every two years. Whānau Manaaki may amend or cancel these guidelines or introduce new guidelines, as it considers it necessary within the current cycle of the guidelines. Any amendments will be considered by the Policy Working Group and will need to be approved by the Senior Leadership Team and the Board. The guidelines will continue on the same review cycle.

