



# Social and Emotional Competence Policy Te Kaupapa Here mō te Āheinga Hapori

Version 2 | Mahi Tuarua

Effective Date | Whakamana tahito : September 2025 | Hepetema 2025

Next Review | ā houanga arotake: September 2026 | Hepetema 2026

Policy Owner | Rangatira Kaupapa Māhere: Chief Executive Officer

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

## Introduction | Tīmatanga Kōrero

The purpose of this policy is to:

Ensure kaiako and all visitors to kindergartens and other He Whānau Manaaki o Tararua Free Kindergarten Association (Whānau Manaaki) services use and are aware of intentional practices that support and build children’s developing social and emotional competence. All kaiako and visitors will be guided by He Whānau Manaaki Social and Emotional Competence Guidelines and Guidelines for Responding to incidents of extremely dysregulated tamariki.

## Applies To | Ko Wai Whakahāngaitia

This policy applies to all People e.g. Kaiako, Visiting Kaiako, Students, Drivers, Drivers Assistants and TONI Educators employed or contracted by Whānau Manaaki.

## Definitions

**Emotional competence:** *“Includes understanding what we are feeling and why we are feeling it, as well as appreciating how others may be feeling and the impact of our actions on them. It also includes responding to our feelings and expressing them appropriately - and, when the feelings are strong or difficult to manage, in ways that help us calm down and feel better”* (He Māpuna te Tamaiti, 2019 p35).

**Social Competence:** Includes developing capability to initiate and maintain friendships, navigate and learn from peer conflict, and communicate and interact positively with others through play. Positive social interactions include sharing, cooperating, problem solving, helping, and showing kindness and consideration to others. Social learning is supported and promoted within the reciprocal relationship between the whānau and kaiako dedicated to observing, responding to, and caring for them within the early learning community through an awareness of culture and values. Kaiako use intentional strategies that encourage children’s social participation and develop their competence over time and with guidance and encouragement (Te Whāriki, 2017).

*“Social Competence is underpinned by important competencies: language skills, empathy, and self-control. We help greatly when we support them to develop these competencies through what we model and say and the opportunities we take for intentional teaching of positive social interactions based on clear expectations and values”* (He Māpuna te Tamaiti, p52)

*“Culturally responsive, inclusive values should inform our teaching of positive social competence. This includes recognising the influence of social and cultural learning at home and appreciating each tamaiti unique temperament, along with their developmental readiness to navigate relationships with others”* (He Māpuna te Tamaiti, 2019 p52).



### General Principles | Mātāpono Whānui

1. All kindergartens and Etu Ao services will develop their own Social and Emotional Competence procedures, specific to their service, in line with this policy and following the Whānau Manaaki Guidelines for Social and Emotional Competence.
2. Anyone who works for, participates in, or visits the kindergarten or home-based service will demonstrate integrity and be respectful. They will promote and engage in social and emotional competence practices that enable all children and people of the learning community to preserve their mana and retain their dignity.
3. Whānau Manaaki will provide opportunities to participate in ongoing professional development to ensure current social and emotional practices are being used within our intentional teaching strategies.
4. Whānau engagement is most effective when grounded in culturally responsive practice and strong respectful partnership. We promote a space for shared understanding and collaborative decision making where kaiako and whānau each bring valuable insights, thus recognising that both home and kindergarten support children's learning. Teams will seek consent from whānau prior to engaging with outside agencies.
5. No Kaiako/Adult will subject a child to:
  - **Physical discipline:** (e.g. hit, smacked, dragged, pulled or manhandled etc.)
  - **Isolation:** This includes the use of time out or any other exclusionary practices that don't allow the child to have agency in the environment and be safely supervised.
  - **Immobilisation:** In accordance with the Education and Training Act 2020 kaiako 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 kaiako, or staff member reasonably believes there is no other option available in the circumstances.
  - **Deprived:** Food, drink, warmth, shelter, or protection.  
(ECE Regulation 56(1))

*In the event of a child's extreme dysregulation please refer to our Guidelines for Responding to incidents of extremely dysregulated tamariki*

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

Education (Early Childhood) Regulations 2008

Education and training Act 2020

Section 59 Crimes Amendment Act 2007

Licensing Criteria for early Childhood Education and Care Centres 2008

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

He Māpuna te Tamaiti | Supporting Social and Emotional Competence in Early Learning (2019)

Te Kōrerorero | Talking Together (2020)

Te Whāriki Early Childhood Curriculum (2017)





He Whānau Manaaki Te Rautakina | Strategic Plan (2023)

Whānau Manaaki Guidelines for Social and Emotional Competence (2025)

Whānau Manaaki Guidelines for Responding to incidents of extremely dysregulated tamariki (2025)

Individual Kindergarten's Social and Emotional Competence Procedure

**Policy Review Cycle | Kaupapa Arotake Hurihanga**

This policy is to be reviewed annually. 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 the same review cycle.





# Social and Emotional Competence Guidelines

Version 2 | Mahi Tuarua

Effective Date | Whakamana tahito: September 2025 | Hepetema 2025

Next Review | ā houanga arotake: September 2027 | Hepetema 2027

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

Tūngia te ururuā kia tupu whakaritorito te tupu o te harakeke.

Clear away the overgrowing bush so that the new flax shoots will spring up.

Remove barriers to learning, engagement, and wellbeing so that our mokopuna will flourish.

(*He Māpuna te Tamaiti*, 2019)

These Guidelines for social and emotional competence are underpinned by *Te Whāriki's* socio-cultural framework and its vision of children as “competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society” (Ministry of Education, 2017, p6).

Our Guidelines provide expectations to support teams to develop, strengthen and implement their social and emotional practices within the curriculum using the resources *He Māpuna te Tamaiti, Supporting Social and Emotional Competence in Early Learning* (Ministry of Education, 2019) and *Te Kōrerorero, Talking Together* (Ministry of Education, 2020). “The practices and strategies recommended in this resource emerge from the foundation of *Te Whāriki*” (*He Māpuna te Tamaiti*, 2019).

*He Māpuna te Tamaiti* provides a range of effective strategies to support kaiako to engage in reflective and evaluative professional discussions that will enhance and support tamariki social and emotional competence, engagement and learning. This framework identifies four pedagogical approaches; Creating supporting environments, promoting emotional competence, promoting social competence, and supporting learning and engagement, that are underpinned by *Te Whāriki*. See further information and team actions here: [Activities to support reviewing your procedures](#), or in *He Māpuna te Tamaiti*.

*He Māpuna te Tamaiti* framework includes six key elements that underpin evidence-based approaches that will support inclusion and learning for all tamariki in your care. These are; Bicultural practice, culturally responsive practice, Inclusive practice, Intentional teaching, Partnering with whānau, reflective practitioner. See further information and team actions: [He Māpuna te Tamaiti Activities](#):



## Guidelines for Developing and Reviewing your Social and Emotional Competence Procedure

These guidelines outline the expectations for Whānau Manaaki teams in developing and maintaining robust procedures that support the social and emotional learning of our tamariki, in alignment with key Licencing Criteria (2008) and best practices (please refer to definitions at the end of this document) Please also see [Definitions – For supporting you to write your procedure](#) at the end of this document

Your social and emotional competence procedure must incorporate the following information, reflecting relevant Curriculum Criteria: **According to the Licencing criteria for early childhood education and care services 2008 and early childhood education curriculum framework requires the following:** Documentation that provides evidence of the service’s compliance with criteria C1-C13. Documentation may take a variety of forms to suit the service’s operation (such as portfolios, wall displays, policies and procedures) but must include:

1. A process for providing positive guidance to encourage social competence in tamariki (C10),
  2. A process for providing formal and informal opportunities for whānau to:
    - communicate with adults providing education and care about their child, and share specific evidence of the child’s learning; and
    - be involved in decision-making concerning their child’s learning (C12); and,
  3. A record of information and guidance sought from agencies and/or services (C13).
1. Each teaching teams Social and Emotional Competence Procedure will include the actions and intentional teaching strategies. These include how you build respectful and reciprocal professional relationships with tamariki, whānau, and with colleagues.
  2. It's essential that every kaiako is familiar with both *He Māpuna te Tamaiti* and *Te Kōrerorero* and the initial step of your developing your procedure or undertaking a review should involve each kaiako reading these documents. Copies are available at each kindergarten and can be printed from the following links: [He-Mapuna-te-Tamaiti-book.pdf](#) and [Talking-together-Talk-Tools.pdf](#).
  3. Teaching teams’ procedure, and practice, will be inclusive, culturally responsive and reflect a learning focused culture. The procedure will include identifying practices that consistently support the mana of each child, are inclusive of all tamariki, and which honour our commitment to Te Tiriti o Waitangi.
  4. Teams have a clear “Supervision Plan”, which reflects your Social and Emotional Competence procedure, and supports robust supervision practices and safety and wellbeing for all tamariki.
  5. Each team will undertake an annual Review of Practice of your Social and Emotional Competence Procedure.

Key considerations to include when Developing or Reviewing your Procedure:

1. Through understanding behaviour/actions and reflective inquiry and problem solving, teachers' will demonstrate an understanding of how tamariki learn and participate in the curriculum through the following practices:
  - a. Being a reflective practitioner,
  - b. Showing inclusive practice,
  - c. Supporting intentional teaching strategies,
  - d. Being culturally responsive,
  - e. Partnering with whānau and,
  - f. Implementing bicultural practice (*He Māpuna te Tamaiti p9*).
2. Consideration should be given to the learning outcomes of *Te Whāriki*, where over time and with guidance and encouragement, tamariki will become increasingly capable.
3. When tamariki need extra support to participate in social and emotional learning Teachers will:
  - Gather observations of the tamaiti play/interactions
  - Seek support and guidance with Senior Teacher to consider a referral to Whānau Manaaki Learning Support Team or/and Ministry of Education Learning Support.
  - Develop an Inclusive Teaching plan/Awhi Plan that focusses on intentional teaching strategies which will support the tamaiti. This will be done in consultation with whānau and any other appropriate persons/agencies.
4. Teachers will not discuss other tamariki or their whānau with any other parent or member of the community. However, Teachers can acknowledge the concerns of whānau. You can share generic teaching strategies that you are using to support social and emotional competence.
5. 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 tamaiti or to another person and the teacher or staff member reasonably believes there is no other option available in the circumstances

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

- He Māpuna te Tamaiti
- Te Kōrerorero | Talking Together
- Education (Early Childhood) Regulations 2008
- Education and Training Act 2020
- Licensing Criteria for early Childhood Education and Care Centres 2008
- He Whānau Manaaki Strategic Framework
- Section 59 Crimes Amendment Act 2007
- Te Whāriki Early Childhood Curriculum 2017
- Kindergarten's own Social and Emotional Competence procedure
- Professional Relationships – Creating a Respectful and Collaborative Team Culture (Whānau Manaaki)

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

- Whānau Manaaki Social and Emotional Competence Policy
- Whānau Manaaki Guidelines for Responding to incidents of extremely dysregulated Tamarik



The following information/Activities can be used to support your team when reviewing your social and emotional competence procedure.

How does *Te Whāriki* guide Social Emotional practice

The principles and strands of *Te Whāriki* form the framework of the curriculum and reflect the goals we have for tamariki, as socially and emotionally competent and capable learners. **In practice these mean:**

#### Whakamana

- Every tamaiti will experience an empowering curriculum that recognises and enhances their mana and supports them to enhance the mana of others.
- Tamariki have agency to create and act on their own ideas, develop knowledge and skills in areas that interest them and make decisions and judgments on matters that relate to them.
- Play and playfulness are valued.
- Kaiako-initiated experiences are inviting and enjoyable.
- Tamariki are confident to take risk, set themselves challenges, try new things and express their feelings and ideas.
- Kaiako seek the input of tamariki and whānau when designing local curriculum.

#### Kotahitanga

- Tamariki are viewed holistically and as a person who wants to learn.
- Tamariki experience an environment that enhances their emotional, spiritual, physical, social, and intellectual development.
- Kaiako understand that every aspect of the context, physical surroundings, emotional state, relationships with others and immediate needs affect what tamariki learn from any experience.
  - Kaiako are aware of the differing cultural views that are held in their community and the effect these may have on tamaiti development and the role of family and whānau.
- Kaiako see tamariki as a whole person, their behaviour or interests do not define who they are.
- Teachers involve themselves in play and use opportunities to reinforce social competent behaviours.

#### Whānau Tangata

- Kaiako recognise that the wellbeing of each tamaiti is connected with the wellbeing of their kaiako and whānau.
- Kaiako develop meaningful relationships with whānau and respect their aspirations for tamariki.
- Kaiako value and build on the knowledge and experiences tamariki bring with them.
- Kaiako and whānau work closely together and share skills and knowledge.

#### Ngā Hononga

- Respectful relationships, encouragement, warmth, and acceptance are the norm.
- Collaborative aspirations, ventures and achievements are valued.
- Kaiako pay thoughtful attention to providing a facilitating environment that includes a wide range of resources and opportunities to engage with important cultural tools.
- Kaiako role model social and emotional competence.
- Teachers know tamariki and families well.
- Teachers are warm and nurturing, respectful and responsive.



## He Māpuna te Tamaiti Activities:

**Activity One:** Each team member completes the “Supporting Social and emotional Competence: Self-Assessment Tool (*He Māpuna te Tamaiti*, p100)

- Using the following template discuss and document to what degree kaiako are consistently using practices to support social emotional competencies?
- What practices are currently being used and how does it align with your procedure?
- What are practices that we would like to strengthen as a team and include in our procedure?

Activity One - Making connections to <i>He Māpuna te Tamaiti</i>		
Four Approaches Identified in <i>He Mapuna te Tamaiti</i>	What is our current Practice as a team?	How can we Strengthen this as a team?
Creating supportive environment		
Promoting Emotional competence		
Promoting Social Competence		
Supporting learning and Engagement		
Any other insights		

Activity Two - Making connections to *He Māpuna te Tamaiti*

Six elements identified in <i>He Māpuna te Tamaiti</i>	What processes do we currently have in place that support kaiako to be responsive with these elements?	How can we strengthen this?
The Reflective practitioner		
Inclusive practice		
Intentional Teaching		
Bicultural practice		
Culturally responsive practice		
Partnering with whānau		
Any other insights?		

**Activity Three** Using *He Māpuna te Tamaiti* “Whole setting Inquiry” (p95) discuss the following questions to help the team consider how you currently do this? Add this into your “Practice of Review”

- How evident are values of manaakitanga and whanaungatanga in our early learning culture, environment, policies, and systems?
- How well is our approach to supporting Social and Emotional Competence underpinned by culturally responsive pedagogies and practices?
- How inclusive is our early learning context? How well do we foster and communicate inclusive values and practices?
- What is the impact of our current policies and systems on tamariki competence, engagement, and wellbeing?
- How can we strengthen our support when tamariki transition into the early learning environment, between spaces, and out to school?
- Are our approaches to promoting social and emotional competence effective? Are we meeting the needs of all our tamariki? How do we know? Can we do better?
- How intentional are we in supporting tamariki emerging social and emotional competence?
- How can we improve collaboration and curriculum co-construction with whānau, hapū, and iwi?

**Activity Four** - Each team member identifies Five current strategies/practices that they use to support social and emotional learning.

- Each team member writes down the five practices that they use to support Social and Emotional learning
- Discuss these as a team. What practices do you have in common?
- Are there practices that the team aren't using effectively that you would like to add to your procedure?
- Look at the strategies shared on pp 107 -110. How well are the team using these strategies when supporting social and emotional learning?

**Activity Five** – Identify and become familiar with the learning outcomes of *Te Whāriki* that connect to Social and Emotional learning. At the beginning of each section of *He Māpuna te Tamaiti* there is a blue box which describes related learning outcomes.

- Look at the learning outcomes in *Te Whāriki* and as a team identify which support social and emotional learning? How well are the team supporting these outcomes? Are there possible practices identified in *He Mapuna te Tamaiti* that you could use?
- Now looking at your current procedure, how well are you connecting to these?

## **Activity Six -Resources for strengthening knowledge and understanding of Social and Emotional Learning**

- **Deeper Dive into online resources** identified in *He Māpuna te Tamaiti* You will see that in each chapter of *He Māpuna te Tamaiti* there is a “Information” blue box which provides kaiako with extra resources that can be accessed online. Invite each team member to look at one of these resources and share it at a team meeting.
- **Watch the videos about *He Māpuna te Tamaiti* on the following MOE website** [He Māpuna te Tamaiti](#)
- **Using your personal ESL account** – Education Learning Management System - *Te Whāriki* where you will find 7 module course available on *He Māpuna te Tamaiti* - workbooks, videos and information for you to engage with
- **Kōwhiri Whakapae** online also has a whole section dedicated to - [Social & Emotional | Kōwhiri Whakapae](#)
- **Te Kete Mātauranga - Whānau Manaaki Toolbox (Learning Support Resources)** access resources and watch videos
- **Whānau Manaaki Learning Support Community of learners Hui** held termly.

## **Activity Seven – *He Māpuna te Tamaiti* asks us to notice and name our own regulation before we support others. Consider the following questions and discuss as a team.**

- Discuss the following questions as a team and consider how you support each other?
- How are we as kaiako staying calm, curious and connected?
- What can we do when we are dysregulated?
- How effectively are teachers teaching if they are dysregulated?
- It is a useful strategy to talk openly about this as a team and share what strategies each of you use if you feel dysregulated and how you can support each other.

## Definitions - For supporting you to write your procedure

**Emotional competence:** Includes understanding what we are feeling and why we are feeling it, as well as appreciating how others may be feeling and the impact of our actions on them. It also includes responding to our feelings and expressing them appropriately - and, when the feelings are strong or difficult to manage, in ways that help us calm down and feel better (*He Māpuna te Tamaiti*, 2019 p35).

Tamariki who can manage their emotional responses to life's ups and downs and work through conflict, disappointment, and frustration are much more likely to grow into self-managing young people and adults with positive life outcomes (Morkel & McLaughlin, 2015).

It is important to remember that developing emotional competence takes time. The pathway to competence varies for each tamaiti and is not necessarily predictable or linear. Often tamariki will appear to 'go backwards' in their development - this is normal and can be the result of a change or transition they are adapting to (*He Māpuna te Tamaiti*, 2019 p35).

**Social Competence:** Includes developing capability to initiate and maintain friendships, navigate and learn from peer conflict, and communicate and interact positively with others through play. Positive social interactions include sharing, cooperating, problem solving, helping, and showing kindness and consideration to others. Social learning is supported and promoted within the reciprocal relationship between the whānau and kaiako dedicated to observing, responding to, and caring for them within the early learning community through an awareness of culture and values. Kaiako use intentional strategies that encourage children's social participation and develop their competence over time and with guidance and encouragement (Te Whāriki, 2017).

*"Social Competence is underpinned by important competencies: language skills, empathy, and self-control. We help greatly when we support them to develop these competencies through what we model and say and the opportunities we take for intentional teaching of positive social interactions based on clear expectations and values"* (*He Māpuna te Tamaiti*, p52)

*"Culturally responsive, inclusive values should inform our teaching of positive social competence. This includes recognising the influence of social and cultural learning at home and appreciating each tamaiti unique temperament, along with their developmental readiness to navigate relationships with others"* (*He Māpuna te Tamaiti*, 2019 p52).

**Self-regulation** is the ability to control our feelings, thoughts, and behaviours and is a vital aspect of emotional competence. It involves managing our emotions so that we can persist at tasks, solve problems, control our impulses, and delay gratification when necessary. For infants and toddlers, **co-regulation** with their whānau and kaiako provides the support, guidance, and modelling that are needed for them to eventually become self-regulated children (Rosanbalm & Murray, 2017). Responsive, caring interactions with adults help children to trust that their needs will be met. It is much easier to delay gratification and control impulses when they know that waiting, sharing, practising, trying again, and asking for help will result in good outcomes for them (*He Māpuna te Tamaiti*, 2019 p37).

**Dysregulation:** In children refers to a state where a tamaiti nervous system becomes overwhelmed, making it hard for them to manage their emotions, actions, and physiological responses. It's a signal that their capacity to cope has been exceeded.

From a trauma-aware neurodevelopmentally informed lens, neuro-sequential and neuro-divergent dysregulation can look like: Meltdowns, masking, shutdown (freeze), fleeing (flight), pleasing (fawn)



or lashing out (fight). It can also look like difficulty calming down without adult co-regulation. Sudden shifts in mood or energy that seem out of proportion to the situation.

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 tamaiti or to another person and the teacher, or staff member reasonably believes there is no other option available in the circumstances.

Kaiako will take every possible action with all tamariki to prevent unsafe physical incidents impacting on others. Dysregulation is communicating an underlying need that Kaiako will support through collaborative, consistent and individualised teaching strategies.

**Being Resilient:** *“Doesn’t exclude a tamaiti from feeling and showing emotion when disappointed, frustrated, sad, or angry. However, a resilient response will be one in which the tamaiti can still move forward, think their way out of a situation, and regain balance, perspective, and optimism” (He Māpuna te Tamaiti, 2019 p40).*

**Agency:** A tamaiti ability to make choices and act on them in order to influence events and to have an impact on their world. Tamariki demonstrates agency when they initiate actions, express preferences, make decisions, and are supported to see the effects of those decisions. It is closely linked to their sense of themselves as capable and having a valued place in their whānau, hapori, and learning community.

This framing emphasises that agency is not just “freedom to choose” but is relational - built within trusting, respectful, mana-enhancing relationships that give children’s choices genuine weight (*He Māpuna te Tamaiti*).



# Guidelines for Responding to incidents of Extremely Dysregulated Tamariki

Version 1 | Mahi Tuatahi

Effective Date | Whakamana tahito : September 2025 | Hepetema 2025

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Policy Owner | Rangatira Kaupapa Māhere: Chief Executive Officer

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

## Guidelines for Responding to incidents of Extremely Dysregulated Tamariki

### Introduction | **Tīmatanga Kōrero**

**Dysregulation** in tamariki refers to a state where a child's nervous system becomes overwhelmed, making it hard for them to manage their emotions, behaviour, and physiological responses. It's a signal that their capacity to cope has been exceeded.

From a trauma-aware, neurodevelopmentally informed lens, dysregulation can look like: Meltdowns, shutdowns, fleeing, or lashing out. It can also look like difficulty calming down without adult co-regulation. Sudden shifts in mood or energy that seem out of proportion to the situation.

In accordance with the Education and Training Act 2020, kaiako must not physically restrain tamariki 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.

Kaiako will draw upon a wide range of teaching strategies with all tamariki to proactively prevent unsafe physical incidents impacting on others. Dysregulation is communicating an underlying need that kaiako will support through collaborative, consistent and individualised teaching strategies.

### Applies To | **Ko Wai Whakahāngaitia**

These guidelines apply to all People, kaiako, visiting kaiako, Students, 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

These guidelines are designed to promote emotionally safe, inclusive, and culturally affirming practices when working with tamariki experiencing extreme dysregulation (for example when dysregulation impacts on the safety and wellbeing of others). It reflects Whānau Manaaki commitment to mana-enhancing, learning-focused environments for all tamariki.

### Guidelines

#### 1. Expectations:

- The Senior Teacher and/or CEO must be notified where kaiako and/or other tamariki are injured.
- Contact Whānau Manaaki Learning Support to request advice and guidance through your Senior Teacher.
- The wellbeing and mana of everyone will be considered including the tamariki, whānau and kaiako.
- Review of Practice focussing on teaching strategies will be undertaken in consultation with the Senior Teacher as needed.

#### 2. Intentional Teaching Strategies to Responding to Extremely dysregulated Tamariki at the time of the incident:

- **Maintain physical safety**  
If tamariki are at risk of harm, calmly intervene to keep everyone safe, using minimal physical contact and only if absolutely necessary (per Education and Training Act 2020). Immobilisation: In accordance with the Education and Training Act 2020 kaiako must not physically restrain tamariki 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.
- **Provide a calming space**  
Preferably clear the space around the tamaiti, moving other tamariki to another space or guide the tamaiti to a potential calm area, if they are open to this (e.g. sensory tent, cushion corner, outside) that is non-punitive. Walk slowly with the tamaiti to a calming space using gentle gestures. Tamariki express different ways of calming down and it's about the team understanding and responding to what a tamaiti requires to feel calm.
- **Adult Co-regulation Model** calm breathing, use grounding language, and stay at a close distance that feels safe to the child and you. Avoid over-talking or giving too many options. Only a regulated Adult can calm a Dysregulated child. If kaiako become dysregulated ensure that the team have a plan in place that supports each other.
- **Show warmth and empathy** Lower body position, calm facial expressions, speak softly, and show non-verbal gestures of care.
- **Kaiako validate feelings** in simple and calming ways, verbal and non-verbal. This is not the time to unpack the feelings of tamariki.
- **Affirm cultural identity** Use familiar cultural resources (e.g. waiata, karakia, language, natural environment) as calming tools. Ensure respect around cultural sensitivity e.g. tikanga.



- **Create a calm and predictable environment** Use calm tone, familiar language, and predictable routines. Maintain consistent adult presence.
  - **Recognise and respond to tamariki cues** Tune into the child's non-verbal and verbal signs of distress before intervening. Observe closely before approaching or speaking.
  - **Repair and restore connection** Connect with the child positively after the incident, reaffirming they are safe and valued, evaluate the time to do this with your knowledge of the child, consider is the child ready? Tamariki deserve a fresh start.
3. **Follow-Up** post-incident steps focus on reflection, repair, and future planning.

**Strategies:**

- **Reflect as a team** Use team hui to debrief. What happened? (Notice), What triggered the incident? (Recognise), What was our response - helped? (Respond), What could we do differently?"(Revisit/Reflect), What was the initial desired outcome for the child/what is the child communicating? (Revisit/Reflect).
- **Engage whānau** Share with whānau what happened, invite their insights, and agree on shared responses, possible next steps. Eg referral, staffing support, Senior Teacher, Whānau Manaaki Learning support visit.
- **Develop Inclusive Teaching Plans/Awhi Plans** Use a NRRRR framework when incidents are ongoing. Draft a plan that identifies consistent teaching strategies for the team to use. Describe what you observe, not a judgement, all plans need to be written with respectful language, knowing that whānau have the right to access this information. ([20230913\\_privacypolicy \(1\).pdf](#)) Te Kete Mātauranga | Whānau Manaaki Toolbox provides extra guidelines on developing plans. ([emotional-wellbeing-and-regulation](#))
- **Working with outside Agencies** Ensure that any plans/meetings create a focus on upholding the Mana of tamaiti/whānau through advocating. The teaching strategies need to be aligned with the values of Whānau Manaaki and your kindergarten philosophy. Your Senior Teacher can also support if needed.
- **Complete a Review of Practice** Team to evaluate the incident ensuring that the team look at wider picture regarding their responsibilities - e.g. Supervision Plan, Team agreement, teaching strategies, environment, resources, Social and Emotional Competence Policy and Procedure and other relevant policies and procedures.
- **GOSH** If kaiako/tamariki are injured, document this into GOSH and provide medical attention when necessary. Do not name or disclose confidential information or make judgements about any tamaiti in the GOSH report. This information is not to be used to access extra support.
- **Confidentiality** If whānau raise their concerns about another tamaiti or their whānau (not their own), the team must ensure they maintain privacy and not share any information about the other tamaiti or their whānau [20230913\\_privacypolicy \(1\).pdf](#)
- If any further incidents arise (e.g. verbal or physical abuse between whānau or to kaiako, posts on social media), talk to your Senior Teacher immediately. The Senior Teacher, in consultation with the Head Teacher, may facilitate communication with the whānau.
- **Community information** Provide information to families in the community on quality practices that kaiako use to support tamariki Social and Emotional Competence e.g. wall displays, newsletters, posts on Facebook. Consider using the cards *from He Māpuna te Tamaiti* and *Te Kōrerorero*.



- **Kaiako Hauora** - Kaiako can reach out to their Senior Teacher. All kaiako have access to [Clearhead](#) -online resource for further support.

#### **Resources and Tools for Implementation:**

- He Māpuna te Tamaiti resource book and website (2019)
- Te Kōrerorero (2020)
- Te Kete Mātauranga - Whānau Manaaki Toolbox | Learning Support

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

- Education (Early Childhood) Regulations 2008
- Education and Training Act 2020
- Licensing Criteria for Early Childhood Education and Care Centres 2008
- He Whānau Manaaki Te Rautakina | Strategic Plan 2023-2028
- Section 59 Crimes Amendment Act 2007
- Te Whāriki Early Childhood Curriculum

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

- Whānau Manaaki Child Protection Policy
- Whānau Manaaki Policy on Social and Emotional Competence
- Whānau Manaaki Guidelines for Social and Emotional Competence
- Each Kindergarten's own Social and Emotional Competence procedures
- He Māpuna te Tamaiti
- Te Kōrerorero
- Kowhiti Whakapae
- Whānau Manaaki Professional Relationships Kit
- Whānau Manaaki Privacy Policy
- Whānau Manaaki Inclusive Education policy
- Whānau Manaaki Digital and Cyber Safety policy
- Whānau Manaaki Social Media Guidelines

#### **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.

