



He Whānau Manaaki o Tararua  
Free Kindergarten Association Incorporated

Date Effective: August 2020

Review Date: August 2022

## Social Competency

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Responsible to: Senior Teachers, Chief Executive Officer

Applies to: Children, Visitors, Teachers

Purpose: To ensure teachers and all visitors to the kindergarten use appropriate strategies to support children's developing social competence. All teachers will follow the He Whānau Manaaki Social Competency Criteria.

### References:

- 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
- Social Competence Criteria
- Kindergarten's own Social Competence procedures
- Collaborative Team Culture Kit
- Guidelines for Responding to Extreme Behaviour

## Policy

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1. All kindergartens will develop their own Social Competence procedures, specific to their kindergarten, in line with this policy and following the Association Social Competence Criteria.
2. Anyone who works for, participates in, or visits the kindergarten will promote/engage in socially competent practices that enable all members of the learning community to build a strong sense of mana, retain their dignity, show integrity, and be respectful.
3. WMK will provide opportunities for teachers to participate in ongoing professional development to ensure best 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;
  - Deprived of food, drink, warmth, shelter or protection.

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

## Procedures

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1. All teams will be familiar with the Ministry Resource "He Mapuna te Tamaiti and the Association Inclusive Education " Policy.

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.
2. 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
  3. Safety limits shall be established and consistently maintained.
  4. 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 the 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.
  5. 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.
  6. 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.

## Guidelines for Responding to Extreme Behaviour

**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.

### When dealing with incidences of Extreme Behaviour:

- A preventative approach is important. Kaiako will develop clear expectations and boundaries and use consistent strategies across the team i.e how the team will respond, where the calming down space is, who stays with the child, who is responsible for writing follow up report etc.
- WMK Learning Support will be contacted so that additional advice and support is given.
- Ngā kaiako will develop an Individual Plan (IP) (if this has not already been done) in consultation with the whānau.
- The wellbeing of everybody will be considered:
  - child with the extreme behaviour,
  - child who has been hurt,
  - kaiako,
  - whānau of child who has been hurt,
  - whānau of child who displays extreme behaviour.
- Ngā kaiako will use a collaborative approach and individual kaiako will not be left alone to deal with any extreme behaviour.

### When responding to Extreme Behaviour kaiako will:

- Intervene quickly and state preferred action clearly.
- Provide child with clear directions that will support their next actions e.g “Hands down”, “Breathe”, “Let’s go for a walk outside”
- Kaiako **may** have to physically hold or remove the child to a designated calming down space.

- 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**

- Look for solutions together to help child engage in the play.
- Revisit the event with the child once the child and the 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.
- Document the incident fully considering what the possible triggers were. This should be specific, non- judgemental 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.
- 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 HMW Learning Support and whānau, develop an 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.
- When possible kaiako will actively praise the specific behaviours they would like to see to encourage and support the child.
- 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 ST immediately.
- The Association in consultation with the HT and ST may facilitate communication with the child's family/whānau.