

**Version 4**

**Effective Date: 30 November 2023**

**Next Review: 2026**

**Document Approver: Chief Executive**

**Document Owner: Teaching and Learning Team Leader**

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

All Kindergarten staff.

## **General Principles | Mātāpono Whānui**

- All kindergartens will adhere to Regulation 56 and C10 of the Licensing Criteria for Early Childhood Education and Care Centres 2008.
- To ensure that all children are supported in developing social competence and understanding of appropriate behaviour.

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

Policies and Procedures on Display Procedure.

## **References | Tohutoro / Huānga ki**

Education (Early Childhood Services) Regulations 2008.

Licensing Criteria for Early Childhood Education and Care Services 2008: C10.

Education and Training Act 2020.

## **Display Document | Whakamātakitaki Pukapuka – Yes**

## **Practice Statement | Whakaharatau Tauākī – Required - Yes**

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

This policy will be reviewed every three years and in conjunction with reviews of the related procedures or processes and documents outlined above.

## **Policy**

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1. All kindergartens will develop their own Social Competence practice statement, specific to their kindergarten, in line with this policy and procedure 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. Kindergarten Taranaki 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.

## Procedure

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1. All teams will be familiar with the Ministry Resource “He Māpuna te Tamaiti”. 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 Ministry of Education 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.

Where behaviours place people within the kindergarten at risk a meeting that includes the Head Teacher, other teachers, parents/whānau and any other relevant support people should be held to discuss possible outcomes.

These outcomes may include:

- Behavioural assessment of the child by a suitably qualified professional (with parent/caregiver consent).
- The parent, or a whānau adult remain with the child.
- The parent taking the child home.
- Additional training and support for the teachers.
- Making a referral and engaging the services of Special Education.
- Parenting assistance or other support services for the family.

## Social Competence Policy/Tukanga Here

Only as a last resort should exclusion be considered. This can only be decided through a case meeting at which the teachers, parents, representatives of any specialist services involved and the Senior Teacher are present. The Senior Teacher must be satisfied that all other reasonable alternatives (such as a reduction of enrolled hours) have been tried or considered before this course of action is approved. The Chief Executive must inform the Governing Board if exclusion is the outcome.

This document must be on display at all kindergartens.