

Early Childhood Learning Centre

Supporting Children's Social Competence Policy

Category: Curriculum
Last Modified: April 2020
Review Date: April 2022

Policy Statement:

Adults at the Centre support children to interact and engage with adults and one another in meaningful and positive ways.

Rationale:

We believe that children become emotionally and socially competent when adults treat them, and others, with warmth, respect and dignity. The physical safety and emotional well being of all teachers and children in the Centre should be ensured.

Children who are socially competent are:

- showing confidence in relating to others and inviting other children to join in their play
- initiating conversations with adults and other children
- being considerate and supportive of younger children
- solving problems independently and negotiating desired outcomes with others, for example, establishing ground rules for games
- learning to respect the views of others
- being familiar and comfortable with routines
- being happy and settled
- being highly aware of expectations and associated limits and boundaries for behaviour and often having opportunities to determine these
- developing dispositions such as being resilient, persevering with a task and showing empathy for others
- developing a strong sense of security and belonging.

(ERO, 2011)

Procedures:

1. We guide children by setting clear, consistent, fair limits for behaviour and model skills that help children solve problems peacefully, listening to them talk about their feelings and frustrations.

2. No child is subject to any form of physical ill treatment, corporal punishment or solitary confinement.
3. Where positive behaviour is displayed and noticed, staff will name the behaviour and give praise and encouragement.
4. Children will be encouraged to work together cooperatively and to be caring and accepting of others.
5. Teachers will give children clear and consistent guidelines concerning safety, respect for others and the environment.
6. Children will be given opportunities to move away from stressful situations and supported in developing positive strategies for managing their own behaviour.
7. At all times, children will be treated with respect and dignity.
8. As we have a peaceful play philosophy, guns and other war toys must not be brought to the Centre. Children who engage in non-peaceful play will be encouraged to play something different.
9. If an issue arises where a child/ren need(s) guidance in dealing with limits and boundaries in the centre, the following actions will be taken.
 - a. This issue will be discussed at a staff meeting, with parents/whānau and a plan will be formulated to put strategies in place.
 - b. The primary caregiver / key teacher (with support from the Team Leader if needed) is responsible for communicating with the parents/whānau about the behaviour and concerns. The teacher needs to get feedback from the parents (e.g. Is this happening at home? Are there any changes happening for them?) and maintain agreed expectations.
 - c. The plan that is formulated between staff and parents needs to be consistent between home and the Centre.
 - d. The Team Leader will be responsible for communicating the plan of strategies and will present the information at the next General Staff Meeting.
 - e. This plan will be revisited and evaluated after 2 weeks/1 month initially, and then at specified regular intervals thereafter.
 - f. If necessary, the Team Leader will seek support from the Special Education unit of MOE or other support agencies in consultation with parents/whānau.
10. All teachers will attend a professional development course in supporting children's social competence at least once every two years.
11. Parent evenings or other resources related to behaviour guidance / social competence will be made available to parents through ECLC at least once every two years.