

Early Childhood Learning Centre

Supporting Children's Social Competence Policy C110

Category: Curriculum
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Policy Statement:

Adults at the Centre support children to interact and engage with others in meaningful and positive ways. To respond to incidents that happen at the centre between tamariki in a way that supports social and emotional competence. All while maintaining a safe and respectful environment.

Rationale:

“Te Whāriki holds the promise that all children will be empowered to learn with and alongside others by engaging in experiences that have meaning for them. This requires kaiako to actively respond to the strengths, interests, abilities and needs of each child and, at times, provide them with additional support in relation to learning, behaviour, development or communication” (Te Whāriki, p.13)

The centre follows the six sections of He Mapuna te Tamaiti (Ministry of Education, 2019):

Section 1: “Create a supportive environment”

- a) Establish a positive climate in the centre
- b) Construct centre values
- c) Develop and promote expectations
- d) Establish and maintain regular routines
- e) Create a safe and inclusive space

Section 2: “Promote emotional competence”

- a) Support tamariki to understand, express and regulate emotions
- b) Help children build resilience and a sense of self-worth
- c) Provide positive guidance during heightened emotions – see page 3 also

Section 3: “Promote social competence”

- a) Foster peer relationships and small group interactions
- b) Support children to care for and empathise with others
- c) Help children support others in learning – tuakana-teina
- d) Help children to solve social problems during peer conflict

Section 4: “Support learning and engagement”

- a) Support children to manage their learning

- b) Provide rich and varied learning opportunities
- c) Removing barriers to participation, engagement and learning
- d) Support transitions in, through and out of the centre

Section 5 “Understanding behaviour”

- a) Valuing diverse cultural views of behaviour
- b) Behaviour as communication
- c) Using a preventative approach to behaviour management
- d) Interpreting and describing behaviour for understanding within the centre
- e) Responding to behaviour
- f) Teaching behaviour

Section 6 “Reflection, inquiry and problem solving”

- a) Whole-centre inquiry questions
- b) Collaborative problem solving
- c) Team and individual self-assessments
- d) Deep reflection that informs policy changes

Procedures:

1. We guide children by setting clear, consistent, fair limits for behaviour and model skills that help children solve problems peacefully.
2. Kaiako model positive social skills at all times between people (Kaiako, tamariki and Whānau).
3. Kaiako will listen to tamariki when they talk about their feelings and frustrations. We validate the feelings, and help them to go through their frustrations and solve problems.
4. No child is subject to any form of physical ill treatment, corporal punishment or solitary confinement.
5. Where positive behaviour is displayed and noticed, staff will name the behaviour and give praise and encouragement.
6. Children will be encouraged to work together cooperatively and to be caring and accepting of others.
7. Teachers will give children clear and consistent guidelines concerning safety, respect for others and the environment.
8. Children will be given opportunities to move away from stressful situations and supported in developing positive strategies for managing their own behaviour.
9. At all times, children will be treated with respect and dignity.
10. 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.
11. Whenever possible, kaiako attend professional development on social competence or behaviour guidance.

If an issue arises where a tamaiti is **regularly*** using harmful methods of communication, such as: biting, hitting, punching, pinching, swearing, kicking or other forms of hurting behaviour, the centre needs to follow the below procedure it to ensure the hurtful behaviour is minimised and tamariki are kept safe:

- a. This harmful method of communication will be discussed at a staff meeting, 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 key teacher (with the help of the team leader, if needed) 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.

*Regularly is defined as 'more than three times'