



DEVELOPING SOCIAL COMPETENCE IN CHILDREN

POLICY

Licensing Criteria C10, C12.

Rationale: Children and their families will experience an environment where children's social competence is nurtured and valued.

Purpose:

- To provide a positive, nurturing physical and emotional environment, where each child's holistic development is nurtured.
- To ensure consistent strategies are in place for encouraging children to develop an understanding of positive behaviours for learning.
- To ensure children develop strategies and confidence in conflict resolution.

PROCEDURES

- The foundation for children's social competence is strong, positive and supportive of relationships with all adults and specifically their parents/whānau and educators.
- The environment will provide a wide range of age-appropriate resources for children that enable them to enjoy positive learning experiences with and alongside others.
- The curriculum will reflect the culture, background and interests of the children attending.

Positive Guidance Strategies

- At all times children will be treated with respect and dignity.
- Educators will take time to know children and their families/whānau.
- Educators will notice and praise positive behaviour.
- Educators will guide behaviour by giving children positive strategies to follow.

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DATE ADOPTED: August 2017

REVIEW CYCLE: Annually

DATE FOR REVIEW: May 2018

- Educators will use positive reinforcement and role modelling to encourage positive behaviour.
- Educators will support children to develop and maintain appropriate behaviours by giving clear, consistent and fair guidelines
- Educators will be encouraged to share information and concerns about children's behaviour with their coordinator at monthly meetings.
- Children will be encouraged to work together cooperatively and to be caring and accepting of others.
- Children will be encouraged to communicate about problems and conflicts as they arise, and will be supported by educators and coordinators in handling conflict.
- To ensure the safety of all, educators will give children clear and consistent guidelines relating to respecting others and the environment.
- Children will be given opportunities to move away from stressful situations, and be supported in developing positive strategies for managing their own behaviour.
- Age-appropriate resources and guidance will be provided for children to assist them to develop strategies to deal with conflict.
- Self-esteem, resilience and confidence will be supported and nurtured in the learning programme.
- Parents will be consulted and included in the development and implementation of individual behaviour plans.
- When required, support will be sought from Ministry of Education Special Education Service (MoESES) or other appropriate support agencies by the coordinator and parents will be consulted before an individual child is discussed with another agency.
- The educator will promote and support daily routines that are flexible and responsive to the needs of individuals and groups of children.
- Behaviour management practices will respect and value the cultural backgrounds of children.
- At monthly educator meetings time will be allocated for educators to raise and discuss any concerns related to children's behaviour.
- To ensure consistency between home and the homebased services workshops will be provided for parents to share in the programme and to guide parents in supporting the development of children's social competence.

Dealing with Challenging Behaviours

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- Educators will focus on isolating the child's behaviour rather than labeling the child, in a positive manner.
- A clear message will be delivered by the educator or coordinator explaining why the behaviour is unacceptable i.e. when a child could hurt themselves, other children, adults, or property.
- The child's name will be used if required to gain their attention.
- If required, children will be redirected to another area of play. When they have calmed down and are in charge of their emotions, an educator will discuss their behaviour with them.
- If a child is injured through another child's undesirable behaviour, the educator will first assist the situation to ensure all children are safe from harm. Then the educator will turn their attention to the injured child. The child who produced the undesirable actions will be provided with a, short, clear firm message that, that behavior is unacceptable. Once the educator deems it safe for all, the educator will peacefully support both children back into the programme.
- Should a child's behaviour begin to cause concern, the educators will:
 - Observe the child's behaviour and record events leading up to it. The coordinator will be contacted by phone for a short discussion on the behavior, before any observations are conducted.
 - Concerning behavior will be discussed in depth with their coordinator at a monthly meeting.
 - Bring observations to the monthly educator's team meeting for discussion and planning.
 - Coordinator will support the educator to research strategies and approaches, or gain ideas from external agencies if appropriate
 - Participate in discussions with their coordinator at monthly meetings where teaching strategies for supporting children will be identified and plan to use to guide and support behaviour.
 - Informal discussion will occur at arrival and farewell times with parents to ensure all parties are well informed.
- Educators in a stressful situation will be encouraged to move away and call their coordinator for advice and guidance.
- No force will be used by way of correction or punishment towards any child enrolled at or attending the homebased service.

- No child will be put in solitary confinement, immobilized or deprived of food or drink. No child will be spoken to harshly, belittled or degraded.

When implementing this policy, educators are required to familiarise themselves with:

- Licensing Criteria for Homebased Education and Care Services 2008.
- Our code of conduct explained in the Family Tree Educator handbook.

Supporting Legislation

- Education Act 1989 Section 139A
- Licensing Criteria C10.