



Connecting Culture & Learning from Home

# Social Competence Policy

**Rationale:** To ensure the KiwiEd. education programme is supportive in developing social competence in children and understanding appropriate behavior.

**Purpose:** To provide a positive, nurturing physical and emotional environment, where each child's development is nurtured by ensuring strategies are in place for encouraging children to develop an understanding of positive behaviour's for learning.

## Positive Guidance and Strategies

Positive guidance is a key aspect to promoting social competence in children and is formed by key behaviours such as praise and encouragement. Educators at all times will treat children with respect and dignity. Visiting Teachers (VT) will also take time to know the children and their families. Educators will notice and praise positive behaviour and will guide the children's behaviour by giving them positive strategies to follow. Educators will use positive reinforcement and role modelling to encourage positive behaviour and will support children to develop and maintain appropriate behaviour by giving clear, consistent and fair guidelines.

Educators will set boundaries and limits alongside the parent for each child and will develop a behaviour management plan. These boundaries and limits will be achievable and acceptable and are consistently reinforced. Any undesirable behaviour and or positive reinforcement must be recorded in the Child Learning Journey.

Children will be encouraged to work together cooperatively and to be caring and accepting of others and will be encouraged to communicate about problems and conflicts as they arise. The foundation for children's social competence is strong, positive and supportive relationships with all adults and specifically their parents/family 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 each child and their needs.

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 and parents will be consulted and included in the development and implementation of individual behaviour plans.

## Unacceptable behaviour

No force will be used by way of correction or punishment towards any child by the Educator and 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.

Behaviour management practices will respect and value the cultural backgrounds of children.

When dealing with challenging behaviour, Educators will focus on isolating the child's behaviour rather than labeling the child and a clear message will be delivered by an adult explaining why the behaviour is unacceptable i.e. when a child could hurt themselves, other children, adults, or property.

If required, children will be redirected to another area of play. When they have calmed down and are in charge of their emotions, the Educator will discuss their behaviour with the child. Some behaviour may be ignored in the short term or the Educator's attention may be given to the victim of the child's undesirable actions after a short, firm message is given to the child.

## Support

When required, support will be sought from Ministry of Education Special Education Service (MoESES) or other appropriate support agencies. Parents will be consulted before an individual child is discussed with another agency.

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