



Operational Policies

6.08 Social Competence Policy

Classification: Teaching and Learning

Date: January 2023

Applies to: All Staff

Review Date: January 2025

Approved by: General Manager

Purpose:

- To provide a framework for teachers and managers whereby the curriculum in the kindergartens and early learning centres (ELC) supports children's developing social competence and understanding of appropriate behaviour.

References:

- Education (Early Childhood Services) Regulations 2008, #43 & 56.
- Licensing Criteria for Early Childhood Education and Care Centres 2008. (C10)
- Te Whāriki. He whāriki mātauranga mo ngā mokopuna on Aotearoa: Early childhood curriculum

Definition:

- Kaitiaki Kindergartens – is referred to as 'The Association'
 - Head Teachers and Centre Managers – are referred to as Service Leaders
 - Kindergartens and Early Learning Centres – are referred to as services
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Policy

1. To ensure no child attending The Association's services is subjected to any form of ill-treatment, solitary confinement, immobilisation or deprivation of food, drink, warmth, shelter or protection.
 2. The curriculum in The Association's services supports and positively guides the development of children's social competence and their ability to establish and maintain appropriate relationships with other children and adults.
 3. Teachers will empower children to develop strategies that will enable them to identify the limits and boundaries of acceptable behaviour.
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Procedures

1. Teachers will create an environment which is secure, consistent, warm and acknowledges individual differences and where relationships and interactions promote respect between all.
2. The curriculum provides opportunities to discuss and negotiate rights, fairness, and justice with adults.
3. Teachers will encourage children to resolve interpersonal conflict through positive guidance strategies and role modelling.
4. Teachers use a range of conversation skills to encourage children to talk and think about relationships and the consequences of different responses to a given situation or problem
5. Teachers will use positive reinforcement of appropriate behaviour to develop mutual trust and respect.
6. Teachers will emphasise what to do rather than what not to do and will redirect children who exhibit inappropriate behaviour.
7. Services should develop positive procedures for handling cases of repeated inappropriate behaviour in consultation with the Professional Practice Leader and specialist services, where necessary.
8. No referral will be made to any support agency without full consent of the parent/caregiver of the child and should not be made until a real effort has been made by teachers to monitor and moderate the behaviour displayed.
9. Positive safety limits should be set in all services and be clearly established with all children.
10. Each team will review the effectiveness of their positive guidance practices at least annually and upon appointment of a new staff member to ensure a consistent approach to the development of children's social competence.
11. Many children with serious behaviour issues do not qualify for support with specialist services. Cases of this nature should be discussed with the Professional Practice Leader to ascertain eligibility for additional support.

Signed:

Date: 8/6/23

General Manager

Endorsed by

Signed:

Date: 8/6/23

President of the Board