

Guiding Positive Social Competence policy

licensing criteria curriculum C10

The service curriculum supports children's developing social competence and understanding of appropriate behaviour.

Rationale: This criterion helps to ensure the service curriculum 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.

Objective: To ensure all teachers use consistent practice in supporting positive social competence. The context of the situation is sought and used to determine the outcome. Use role modelling to children by teachers as best practice. Ensure you only step in as needed when children seek your guidance in obtaining a desired objective.

Procedures

- Positive social competence is supported in all tamariki in a peaceful manner.
- Kaiako and tamariki will continually establish new and discuss existing centre rules together, to ensure all tamariki know what is expected of them in the centre environment.
- Kaiako will engage in meaningful, positive interactions to nurture respectful and reciprocal relationships.
- Relationships and interactions at The Beehive Early Learning Centre promote respect between children and between children and staff.
- Children are offered genuine choice.
- There are enough resources to promote children choices for challenge, revisiting, wider community experiences, exploration, solitary and group play.
- When setting up the centre environment daily, educators will consider the layout, number of resources, kaiako support available, tamariki attending and routines to ensure all tamariki are engaged in their exploration and learning.
- All relieving staff will be informed of the centre rules and the guiding positive social competence policy on arrival.
- Positive encouragement signs will be displayed around the centre.

- Kaiako will be encouraged through professional development to attend courses that provide appropriate strategies for supporting positive social competence.
- Parents/caregivers/whānau will be supported with positive social competence at home through conversations with kaiako and resources in the whānau library.
- Kaiako will observe and support tamariki throughout the day during experiences and interactions. Tamariki are encouraged to problem solve their often conflicts, however, kaiako are always close by to support this by redirecting play.
- When an unacceptable behaviour occurs children will be given verbal guidance to change or redirect their play. Where possible the kaiako involved will be at the tamariki level while guiding behaviour.
- Tamariki will clearly be informed of the behaviour that is unacceptable and the reason why, in a way that is appropriate to their age or development.
- When possible, Kaiako will use positive alternatives to the words “no” and “don’t”. Alternatives could be saying “stop”, stating what tamariki can do or using self-fulfilling prophecies like “I know that you can be very gentle”.
- If a tamaiti is hurt in a situation, the kaiako will respond to their needs first.
- The kaiako will then follow up on inappropriate behaviours with the tamaiti displaying them. Language will be used to encourage empathy, for example, “Can you see face? She is really upset that you hurt her”.
- Tamariki will then be guided in what an appropriate action, for example, kaiako will encourage the tamaiti to show that they can play with gentle hands or help the hurt tamaiti. Tamariki will not be forced to say sorry but if the child chooses to then it will be encouraged. The kaiako will try to encourage the child to reflect on how their actions may impact others, and what appropriate behaviours are, rather than to remedy situations by saying sorry.
- When dealing with tamariki who have responded inappropriately to kaiako or other tamariki e.g hitting or throwing resources, we will use the following strategies until they have calmed down -no talking or eye contact, sit/stand quietly with child until they have calmed sufficiently to seek clarification of the situation then ask them what they could have done instead and what they should do now

- If the behaviour continues the tamaiti will be removed from the situation and redirected to another activity or experience. If the child is acting in a manner that is unsafe to others around them a kaiako will stay with them to help calm them down. The tamaiti will be free to re-enter other activities when they are calm, relaxed and ready to play appropriately, as judged by the kaiako and tamaiti.
 - If the behaviour persists, kaiako will look at the reasons for the behaviour and will discuss concerns with other team members and with parents/whānau.
 - Staff will discuss any concerns at the staff meeting, with kaiako inputting strategies for changing behaviour.
 - Kaiako may need to record the occurrence of an ongoing behaviour to determine if it is an issue. This will be completed in the behaviour management file with the date, time, situation, environment, behaviour and how the situation was dealt with being recorded. This could develop into goals being set for the child and strategies and consequences being put into place. With older children they will be included in setting the goals and consequences along with educators, parents and whānau.
 - Agencies or other services will be sought for guidance and information should the need arise, to effectively work with the children and their parents.
1. Use group/ mat times using emotions to demonstrate sadness, anger etc and what strategies/ techniques we should/could utilise.
 2. Tamariki are always guided by means of encouragement and feedback rather than blame, harsh or abusive language, belittling or degrading responses.
 3. Tamariki are never subjected to any form of physical ill treatment, corporal punishment, solitary confinement, verbal abuse, immobilisation or deprivation of food/forced feeding.

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