

# PAULA'S PRESCHOOL

## SOCIAL COMPETENCE POLICY

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### AIM

Children to develop the fundamental social skills to grow as competent and confident learners and communicators, healthy in mind, body and spirit secure in their sense of belonging in the knowledge that they make a valued contribution to society (Te Whariki)

Teachers will encourage problem solving, co-operation, social skills, critical thinking skills, and motivational skills. This will enable a child to build a positive sense of identity

### This aim will be achieved by:

- Using prior knowledge to anticipate each child's pattern and needs.
- Encouraging parents and whānau to advise staff of any outside influences that may affect child behaviour.
- Every child being given respect and dignity.
- Every child being given positive guidance promoting appropriate behaviour, having regard to the child's stage of development.
- Every child being given positive guidance using praise and encouragement.
- Blame, harsh language and belittling or degrading responses will not be used.
- Children being given guidance and control, but no child will receive physical treatment, solitary confinement, immobilisation or deprivation of food, drink, warmth, shelter or protection.
- Staff getting to know and respect each child and be aware of their individual needs.
- Having comfortable work environment and quality conditions for adults and children.
- Only trained teachers and in consultation with the supervisor discussing concerns with parents and whānau regarding child management.
- Staff showing respect for the cultural and social needs and differences of families, whānau and staff.
- Ensuring parents are aware of our Social Competence Policy by displaying it in the playroom, and including it in the parent's induction pack.
- Employing trained staff who understand children's learning and development, and who provide good role models to children and parents in the centre.
- Setting an environment that will eliminate conflict by providing a range of quality equipment that is accessible to all children.
- Ensuring the centre provides a level of supervision that allows staff to intervene immediately when necessary.
- Staff discussing any concerns at staff meetings.
- For serious or reoccurring incidents, observations may be used as a method of gathering information that can be used in future planning. Parents will be kept informed. If necessary and with parent permission, outside agencies will be called in to assist.

- Staff supporting each other when whilst dealing with disruptive behaviour.
- Staff using appropriate positive guidance strategies which give children respect and dignity.

## **STRATEGIES**

1. Children will be told when their behaviour is becoming unacceptable and what the consequences of that behaviour will be. Staff will model explanations for children to use next time or in a similar situation. (positive reinforcement will follow).
2. Children may be removed to another area and encouraged into more constructive play.
3. Children will be reminded of the rules.
4. Ignoring the behaviour, not the child.
5. Interrupting to stop the behaviour. Avoiding the use of words like “no and don’t”
6. Offering appropriate choice.
7. Staff to remain consistent with their strategies

Staff will revisit this policy to ensure that all procedures are being followed.

This policy will be formally reviewed annually by staff and parents or when new staff are employed.

## **REFERENCES**

**Education (Early Childhood Services) Regulations 2008**

**Reg (C10)**

**Centre philosophy**

**Providing positive guidance – Ministry of Education June 2008**

**Te Whāriki – Well Being goal (2, 3, 4)**

**Contribution goal (1,2)**

**Communication goal (2)**

**Exploration goal (4)**

Review Date: April 2017

Next Review Date: April 2018

Signature