



Riverside

EDUCARE

Developing Social Competence Policy

Rationale:

Teachers are required to model pro-social skills at all times. Affection, acceptance and achievement are our daily goals for each child. Our philosophy is that each child has unique individual potential which requires nurturing through effective guidance rather than discipline. In early childhood settings, children may communicate their needs or impulses non-verbally through behaviour and at times behaviour may not be appropriate or even unacceptable. Children will express themselves at their developmental level and their expression could be seen as unacceptable in terms of the limits and boundaries set by the centre. In these instances, it is the teachers' responsibility to guide children through the early learning process and help them to develop self-control and self-discipline. The goal is to do so without exerting control and to preserve the child's self-respect and dignity.

Te Whāriki:

Mana whenua – Children experience an environment where they know the limits and boundaries of acceptable behaviour.

Procedure:

Strategies for managing behaviour:

- Positive reinforcement is integral in all kaiako daily practice.
- Through primary caregiving/key teachers, supportive environments are built and maintained through positive, reciprocal relationships with tamariki, whānau and kaiako.
- Consistent and predictable rituals and routines will be maintained in all rooms.
- Clear, consistent, high behaviour expectations support tamariki.
- Kaiako create a positive climate for tamariki (focus on what children can do eg walking inside rather than no running)
- Kaiako talk about emotions with tamariki (I see that is very frustrating) and support tamariki to express these emotions in an acceptable way
- Kaiako scaffold emotional learning by naming feelings, responding in a caring manner and applying their professional judgment on the best course of action.
- Children are learning how to express emotions and at times kaiako will provide a safe space for tamariki to experience emotions.
- Any behaviour that physically or emotionally 'hurts' other tamariki will be addressed in partnership with whānau.
- If serious or repetitive behaviour concerns arise, action plans will be put in place to support tamariki in a positive inclusive environment. This will be done in partnership with whānau, kaiako, head teacher and the centre manager.

- Kaiako, with the support of their head teacher and centre manager will observe, record and track concerning behaviours to contribute towards any action plan. These observations will also support kaiako to identify any triggers or patterns in behaviour.
- Definition of unacceptable behavior: Biting, hitting, kicking
- Unacceptable management strategies: blame, harsh or degrading language

Date Reviewed: April 2023

Licensing Criteria C10

