

Social Competence Policy

RATIONALE

The Educator promotes strategies to the children for interacting with others that show respect, understanding and empathy.

Goals For Educator Behaviour when working with children

- foster harmonious working relationships with other adults, especially parents.
- model appropriate behaviour and relationships with other adults as well as with children; affirm the positive in their approach to child guidance;
- be consistent and reliable in their behaviour with children;
- demonstrate empathy with children's feelings;
- help children to recognise their feelings and to express them in appropriate ways;
- have realistic expectations of what children at different stages can be expected to do or cope with;
- establish a few clear, constant rules about what is acceptable behaviour;
- encourage children to care for equipment, the environment, and other people;
- use the management of behaviour as a positive opportunity for learning appropriate social skills, and for thinking about concepts such as justice;
- use clear, simple, and friendly direction;
- value mistakes as learning opportunities;
- be objective when assessing children's behaviour;
- consider the child's behaviour within the context of the environment.

Unacceptable behaviour for Educators

- corporal punishment is not permitted;
- children must not be subjected to any form of physical ill treatment;
- solitary confinement of a child, or deprivation of food, drink, warmth, shelter or protection;
- blame, harsh language and belittling or degrading responses are to be avoided. Verbal abuse is specifically prohibited;

Unacceptable behaviour for Children

- Harm towards self, other children, adults, animals and property surrounding them. Definition of harm includes abuse of an emotional, physical or verbal manner.
- Disrespect of others space, play and cultural values and beliefs.
- Undesired affection upon others.

Strategies to Manage Behaviour

Anticipate by knowing each child's pattern and needs;

Ignore the behaviour, not the child;

Interrupt to stop the behaviour. Avoid using words 'no' and 'don't';

Redirect – guide the child to another activity and/or use positive information about what you DO want the child to do, e.g. 'build with the blocks' rather than 'don't' throw the blocks;

Reinforce using positive encouragement and attention for attempts and/or completion of the redirected activity.

PROCEDURES

Co-ordinators will keep up to date with current practises, will contact outside agencies for help and advice, seek professional development on the topic if needed and at least once every 2 years attend professional development on this topic.

Co-ordinators will offer and encourage the use of the Scallywaggs Sprouts library and public library and will inform Educators and Parents of upcoming courses (which will offer at least once a year) surrounding behaviour management and social competence of children.

Co-ordinators will help Educators to plan an environment that:

- it is both safe and challenging and does not unduly or unreasonably inhibit or control children's behaviour;
- it includes a sufficient range and quantity of equipment and materials to meet the individual and developmental needs and preferences of every child;
- there are opportunities and places for children to watch activities or to be 'out-of-the group', on their own;
- it is designed to enhance children's well-being and sense of belonging. For example: music and rhythms are used to provide a climate of enjoyment and relaxation; there are calm, pleasant and predictable routines for meal and rest times; fun, laughter and humour are encouraged.

Children will be given clear guidelines, common sense rules and acceptable limits within which they are free to make sound decisions.

The redirection of children's inappropriate behaviours will be tempered with understanding, security and love.

Children's appropriate behaviours will be positively reinforced building upon individual self-esteem and self-image.

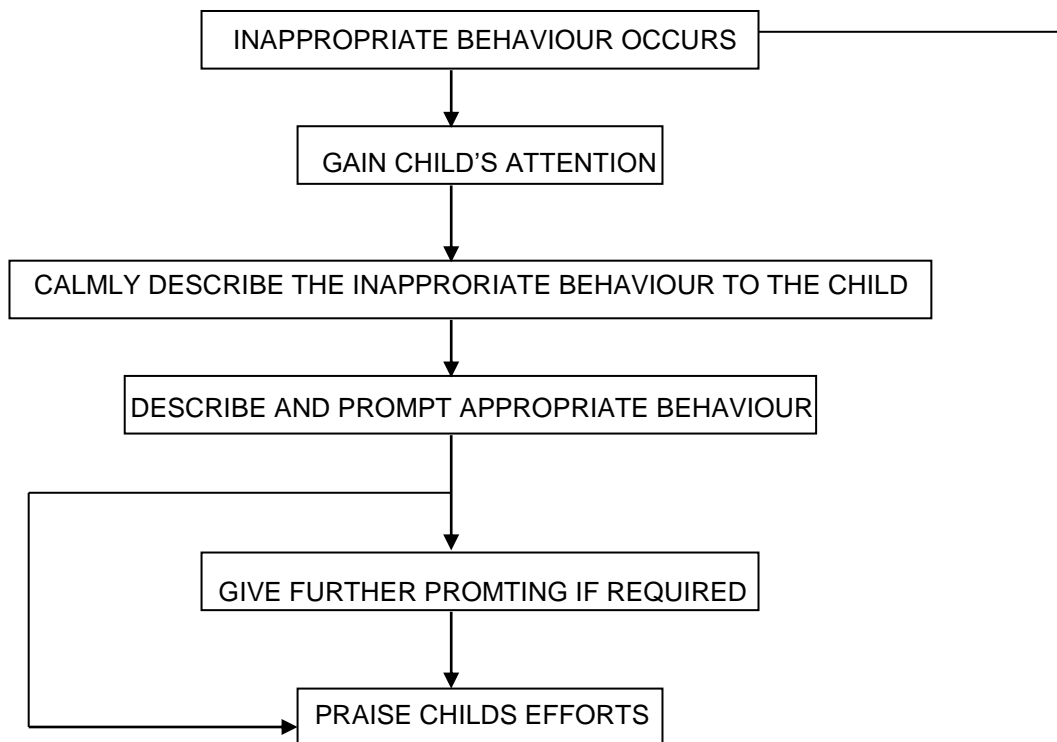
If Educators and parents have a particular behaviour issue they need support with, Co-ordinators will seek out and inform each party of courses of interest and relevance.

If further support is required, Co-ordinators, Educators and Parents will collaboratively decide if professional outside agencies are required and sought, if desired. Regular contact will be made between the outside agency, Co-ordinator, Educator and Parents to ensure all parties are fully informed to best support the child involved.

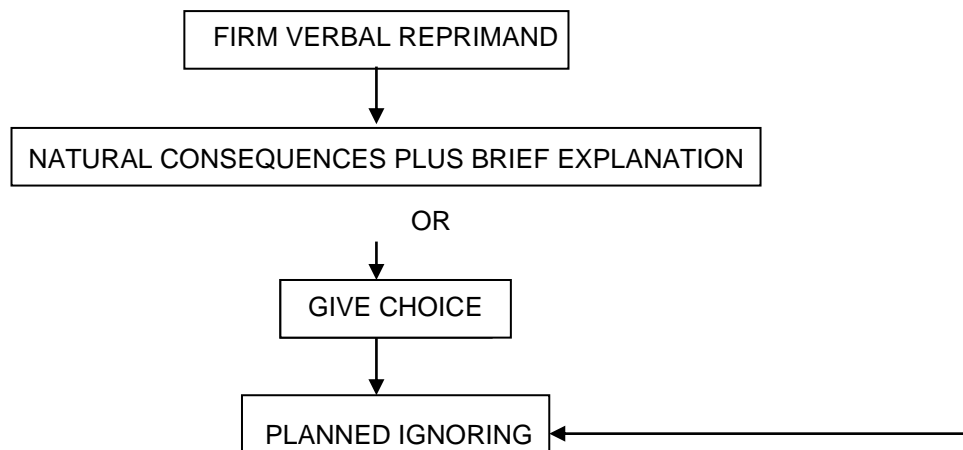
REFERENCES

Education (Early Childhood Services) Regulations 2008:(Regulation 43)
Licensing Criteria for Home-based Education and Care Services 2008 (C10)
Ministry of Education, Providing Positive Guidance, 1998
Ministry of Education, Te Whāriki, 1996

SUGGESTED EDUCATOR PROCEDURE FOR DEALING WITH INAPPROPRIATE BEHAVIOUR



IF INAPPROPRIATE BEHAVIOUR CONTINUES



SEVERE OR CONTINUED INAPPROPRIATE BEHAVIOUR

