

	Policy
	Policy Category: CURRICULUM
	Date Created: November 2016
	Policy Name: Positive Guidance Supporting Children's Social Competence

Policy Statement:

A process for providing positive guidance to encourage social competence in children. Adults at Grow support children to interact and engage with adults and one another in meaningful and positive ways. We use “He Māpuna te Tamaiti, Supporting Social and Emotional Competence in Early Learning” (MOE2019) as a guiding document for our practice

Rationale:

We believe that children become emotionally and socially competent when adults treat them, and others, with respect and dignity. The physical safety and emotional wellbeing of all teachers and children in the Centres should be ensured. Working in partnership with Whānau we are respectful of the benefits to children’s emotional and social competence when whānau are engaged (MOE 2019).

Children who are socially competent are:

- showing confidence in relating to others and inviting other children to join in their play
- initiating conversations with adults and other children
- being considerate and supportive of younger children
- solving problems independently and negotiating desired outcomes with others, for example, establishing ground rules for games
- learning to respect the views of others
- being familiar and comfortable with routines
- being happy and settled
- being highly aware of expectations and associated limits and boundaries for behaviour and often having opportunities to determine these
- developing dispositions such as being resilient, persevering with a task and showing empathy for others
- developing a strong sense of security and belonging.

(ERO, 2011)

Procedures:

1. We guide children by setting clear, consistent, fair limits for behaviour and model skills that help children solve problems peacefully, listening to them talk about their feelings and frustrations. Centred on best outcomes for children - Mana Mokopuna.

2. No child is subject to any form of physical ill treatment, corporal punishment or solitary confinement.

3. Where positive behaviour is displayed and noticed, staff will name the behaviour and give praise and encouragement in an authentic and empowering way focused on Mana Wairoa.
4. Children will be encouraged to work together cooperatively and to be caring and accepting of others in a respectful way, Mana Tangata.
5. Teachers will give children clear and consistent guidelines concerning safety, respect for others and the environment (people, places and things).
6. Children will be given opportunities to move away from stressful situations and supported in developing positive strategies for managing their own behaviour using strategies outlined in He Māpuna te Tamaiti (MOE 2019).
7. At all times, children will be treated with respect and dignity, Mauri Ora.
8. As we respect peaceful play, guns and other war toys must not be brought to the Centre. Children who engage in non-peaceful play will be supported/scaffolded to play something different.
9. If concerns or an issue arises where a child/ren need(s) further guidance in dealing with limits and boundaries in the centre, the following actions will be taken. If there are concerns for a child's safety the Child Protection Policy will be adhered to.
 - A. This issue/concern will be brought to the attention of the PR (Team Leader).
 - B. Observations made, including documenting behaviours of concern (e.g. notes in diary, formal doc on drive)
 - C. Issue is discussed at a staff meeting, also including information from parents/whānau (gathered informally and respectfully) and a plan will be formulated to put strategies in place.
 - a. Lead Teachers (with support from Kaiako e.g. if delegated to by Team Leader) are responsible for communicating with the parents/whānau about the behaviour and concerns.
 - b. This communication is to get feedback from whānau/the parents (e.g. Is this happening at home? Are there any changes happening for them?) and discuss agreed expectations that are age/stage appropriate (MOE documents as guide).
 - D. The plan that is formulated between staff and parents needs to be consistent between home and the centre. Using strategies that are age/stage appropriate for the child.
 - E. The Lead Teacher will be responsible for communicating the plan of strategies and will present the information to the teaching team at the next General Staff/Planning Meeting.
 - F. This plan will be re-visited and evaluated after 2 weeks/1 month initially, and assess if a formal follow up meeting is required with whānau. Assess again if required at specified regular intervals thereafter (planning meetings monthly).
 - G. If necessary, the Lead Teacher will seek support from the Special Education unit of MOE or other support agencies in consultation with parents/whānau
10. Parent resources related to behaviour guidance / social competence will be made available to parents/whānau. See Positive Guidance Policy.

Implementation

We build discussions into induction procedures and staff trainings/meetings. Our centre approach is aligned with He Māpuna te Tamaiti (MOE 2019) which guides and is integrated into teaching practice.

Alignment with other policies

Positive Guidance Policy, Child Protection Policy

Review

Review annually or when there is a significant change in the area of the policy topic.

Authorised:	Vikki Cooper
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Review Date:	Term 2, 2024
Consultation Undertaken:	