

ALEXANDRA CHILDCARE CENTRE (1995) INC.

SOCIAL COMPETENCY POLICY

PURPOSE: We believe that each child should be acknowledged and respected as an individual. Educators will use their professional skills to observe, listen, and support children to develop resolution skills. At all times children will be treated with respect and dignity.

- All teachers will use the same strategies and be consistent in their approach to dealing with a child's behaviour.
- Staff meetings will include a scheduled time to ensure that staff can review their practices and strategies in dealing with positive guidance situations. Important information is also passed on daily through our diary.
- Student Teachers/ Work Experience Students will not be required to deal with a child's behaviour but will work alongside a permanent staff member to resolve a situation.
- Plans to support positive guidance of a particular child will be discussed as a team and a plan put in place as a team. At times we may seek input from outside agencies to help kaiako respond to the strengths, interests, abilities and needs of children that may require additional support in relation to learning, behaviour, development, or communication. Attention will be given to the environment, and whether or not this is a contributing factor – creating a barrier to learning for a child.
- Parents will be consulted if staff have ongoing concerns about a child's behaviour, to ensure consistency between home and the centre.
- All staff are to maintain confidentiality – any information shared is privileged between the parents and the centre.
- Staff training will be encouraged and supported as part of our commitment to supporting staff and children with positive guidance techniques.
- At no time will an external agency be engaged for support regarding a specific child without the parents/guardian's awareness. Permission from parents/guardians is sought before a referral to an outside agency is made.

Our collaborative approach is to empower children to:

- Make good choices learn to be responsible for their actions
- Respect and care for themselves and others
- Encourage children to use their words to resolve conflict

Strategies and Techniques for encouraging positive behaviour within our team:

- Always offer the child an explanation of why certain behaviour is unacceptable and patiently remind children of this explanation or the rules if necessary.
- Maintain clear boundaries and expectations. Instructions from staff will be clear and children will be given advance warning of a change to routine ie lunch time.
- Children are spoken to at a child's eye level and never shouted at.
- Children are encouraged to discuss their feelings, and staff are encouraged to listen to what children have to say – staff will role model appropriate language if this is necessary i.e. "gentle hands" as opposed to "don't hit."
- Praise positive behaviour and redirect undesired behaviour giving choices of a new activity.
- Showing or explaining to the child the consequences of their actions and supporting them in understanding empathy towards others.
- Staff understand that they are positive role models for children and may need to role model peaceful conflict resolution if necessary.
- Staff will provide a safe and stimulating environment for the children. Staff will recognise signs of children becoming bored and modify the environment to suit.

At no time will a staff member, adult or child subject any child to:

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- Physical ill-treatment
- Deprivation of warmth, shelter, food or drink or protection
- Loud, aggressive, abusive or threatening language
- Frightening, threatening or degrading actions/harsh responses, belittling
- Solitary confinement
- Placing blame
- Belittling, teasing
- Immobilisation
- No force will be used by way of correction or punishment

In line with Regulation 56 from the Education (Early Childhood Services) Regulations breaching the conditions of this policy will be taken seriously and actioned as soon as management is made aware. This will be considered serious misconduct and will result in disciplinary action for kaiako and or the Guidelines of the Child Protection Policy followed.

If a child displays extreme or harmful behavior which is:

- Deliberately against our philosophy of providing a safe and nurturing environment
- Is unsafe or harmful (verbally, emotionally or physically) towards themselves or others
- Behaves in a way that interferes with another child's ability to learn or participate within the learning environment
- Is consistently rude and/or refuses to participate

Kaiako will discuss their concerns regarding the child's behavior with parents/ caregivers/ whānau.

Children With Additional Specific Needs

Kopuwai Early Learning Centre is dedicated to providing an inclusive, safe and happy learning environment for all children, families & staff who attend our centre.

When an individual child has additional specific care or learning needs, a meeting will be organised between parents and staff to determine how we can best support the child and family through these specific needs.

When an action plan has been agreed upon with both parties, outside agencies may be consulted to support the child, their family and staff. (At no time will an outside agency be approached without the consent of the family).

Once this plan has been actioned, additional meetings may be held.

If Kopuwai Early Learning Centre identifies that there is a risk of harm to the child, other children, staff or those within the learning environment, our focus will be to determine whether we can take measures to reduce the risk to acceptable levels without unreasonable disruption.

If Kopuwai Early Learning Centre determines that we are not able to provide a safe learning environment for the child, other children and staff, this will be discussed with the parents and alternative care arrangements may need to be made.

Kopuwai Early Learning Centre will give two weeks written notice to cease a child's enrolment.

Refer to:

Privacy Policy

Medical Assistance and Incident Management Policy

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Planning, Delivery and Assessment Policy
Our Core Philosophy

Regulation

56:

Under Regulation 56 of the *Education (Early Childhood Services) Regulations 2008*, any educator or staff with reasonable grounds to suspect that a person has physically ill-treated a child—or used solitary confinement, immobilisation, or deprivation—must ensure that the person is immediately excluded from contact with children and, if necessary, removed from the premises. Breach of this regulation is taken extremely seriously and constitutes serious misconduct.

Policy Category	Curriculum / Te Tiriti o Waitangi
Licensing Criteria	
Regulation	Regulations 2008 43 (Curriculum: General), 46 (Governance, Management, and Administration), 56
Date created	
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