

Developing Children's Social Competence Policy (C3, C10)

Rationale

Tamariki and their families/whānau will experience an environment where they are respected and valued, and which supports their developing social competence. We respect that tamariki are developing the skills to become socially competent and our role is to support them and to be role models on how to be in partnership with others.

Purpose

To ensure the physical safety and emotional well-being of all adults and tamariki in the home.

To ensure tamariki develop skills and strategies to interact with others positively to enable them to build responsive and reciprocal relationships.

Guidelines

- Our policy on developing children's social competence has been formulated to provide clear guidelines for our educators/nannies, and to enable family/whānau to feel comfortable with the knowledge of how their child will be cared for throughout the day. We will work in partnership with parents/whānau.
- When interacting with tamariki, all educators/visiting teachers need to consider the child's needs, thoughts, and feelings, and support the child to express themselves. We believe it is important to recognize what the child needs, to feel what is causing him grief/stress, to feel what she needs, because then we can respond in ways that uphold the mana of the child. Then the child's social competence will grow.
- Tamariki need guidelines and acceptable limits within which they are free to make their own decisions. Knowing the limits and boundaries enables tamariki to develop regulation, self-awareness, and awareness of others.
- Keeping this in mind, our aim is to support tamariki to take responsibility for their own actions and to assist tamariki to become self-aware, to know and understand the limits set, to learn to respect and promote themselves, others, and the environment. This will happen by having realistic limits, ensuring that they make

sense, not only from the adult's perspective, but also the child's perspective. We are supporting tamariki to become emotionally intelligent and to self-regulate.

Our Educators will:

- Treat all tamariki with respect and dignity, at all times.
- Demonstrate a knowledge of the ages and stages of development.
- Be culturally sensitive and respectful to individual tamariki and their family/whānau.
- Use a gentle, kind, heart centered approach that respects and honours the individual child and whānau.
- Provide a safe, interesting, child centered environment.

The following guidelines for appropriate adult-child interactions will be implemented in our educator's homes to provide consistency for all tamariki attending our service.

- Educators will honour the child's thoughts and feelings.
- Educators will assist tamariki in developing regulation by treating them with dignity and respect and honouring them for who they are, upholding their mana at all times.
- Supporting tamariki to articulate their feelings or supporting them to name their feelings, and how they may be feeling.
Allowing/giving tamariki the time and space to experience their feelings e.g.:

'I hear that you are feeling (angry, upset, sad etc.)

'It is really hard to wait

'I will not let you (Throw that toy/ hit etc.)

'I'm here when you need a cuddle.'

'Do you need to go to a quieter space?'

- Anticipate by knowing each child's patterns and needs.
- Notice pro-social behaviour.
- Valuing mistakes as learning opportunities.

- Setting clear, fair rules/limits.
- Listening to tamariki.
- Guiding and supporting tamariki to use conflict resolution skills to solve problems.
- Gently reminding tamariki of 'what's ok here' and the reasons for them.
- Visiting Teachers will initially collaborate with the educators on induction and continue to support them to recognise and respond to tamariki needs and feelings.
- Educators know their tamariki well and can recognise both verbal and non-verbal cues from them.

If a child is having a particular struggle, then Visiting Teachers will support the educator more closely as required.

When required, Visiting Teachers will support educators to look at their environment to identify any triggers that may be causing intense reactions from a child.

Appropriate outside agencies e.g.: Group Special Education Services, Autism NZ, BLENNZ etc. will be encouraged and supported to have an input if required.

- Educator's will be aware of and understand the child's rhythms and use these to set the pace of the day e.g.: overall development, sleep patterns, nutritional needs, stress levels, and other influences in their life which can affect how they are feeling and responding to others.
- At no time shall any child be physically punished or verbally degraded. The child's mana and dignity is to be maintained at all times.

PLD around developing children's social competence will be offered to all educators to support and develop their skills.

Date Reviewed: June 2022

NELPS objectives 1-3, priorities 1-6