



He Whānau Manaaki o Tararua
Free Kindergarten Association Incorporated

Date Effective: August 2020

Review Date: August 2022

Social Competency

Responsible to:	Senior Teachers, Chief Executive Officer
Applies to:	Children, Visitors, Teachers
Purpose:	To ensure teachers and all visitors to the kindergarten use appropriate strategies to support children's developing social competence. All teachers will follow the He Whānau Manaaki Social Competency Criteria.
References:	<ul style="list-style-type: none">• Ministry of Education document "Providing Positive Guidance – Guidelines for Early Childhood Education Services 1998"• Education (Early Childhood) Regulations 2008• Licensing Criteria for early Childhood Education and Care Centres 2008• He Whānau Manaaki (WMK) Strategic Framework• Section 59 Crimes Amendment Act 2007• Te Whāriki Early Childhood Curriculum• Social Competence Criteria• Kindergarten's own Social Competence procedures• Extreme Behaviour Policy

Policy

1. All kindergartens will develop their own Social Competence procedures, specific to their kindergarten, in line with this policy and following the Association Social Competence Criteria.
2. Anyone who works for, participates in, or visits the kindergarten will promote/engage in socially competent practices that enable all members of the learning community to build a strong sense of mana, retain their dignity, show integrity, and be respectful.
3. WMK will provide opportunities for teachers to participate in ongoing professional development to ensure best practice occurs.
4. No child will be :
 - Subject to any form of physical discipline.(e.g. hit, smacked dragged or manhandled);
 - Isolated: This includes the use of time out or any other exclusionary practices;
 - Deprived of food, drink, warmth, shelter or protection.

In the event of a child's extreme behavior please refer to our Extreme Behaviour Policy.

Procedures

1. Teachers' practice will demonstrate an understanding that children learn best:
 - in a secure and consistent environment, which reinforces positive behaviours and acknowledges children's multiple ways of being and preferences;
 - when they are aware that they are making choices and are responsible for those choices; and
 - when they are provided with frequent positive feedback.
2. Children will be encouraged to resolve conflict peacefully and to be given time and opportunities to practice the processes for doing this. Guidance can be given, situations talked through and children encouraged to suggest appropriate solutions
3. Safety limits shall be established and consistently maintained.
4. When children need extra support to work successfully alongside others teachers will:
 - Gather documentation such as observations of the child's play/interactions with others;
 - Seek support and guidance from the Learning support group and Senior Teachers;
 - Develop an individual plan that includes teaching strategies which will support the child. This will be done in consultation with parents/whānau and any other appropriate persons /agencies.
5. Teachers will not discuss other children or their parents with any other parent or member of the community. However, Teachers will acknowledge the concerns parents have about the impact of others behaviours on their child and provide appropriate information about the strategies they are using to support their child.