



ALEXANDRA CHILDCARE CENTRE (1995) INC.

## SOCIAL COMPETENCY POLICY

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**RATIONALE:** For ākonga to develop an understanding of social competency, to affectively interact with others and become competent and confident, collaborative, lifelong learners.

**OBJECTIVE:** Ākonga will develop relationships of trust and respect (manaakitanga)

Be empowered to become socially competent and confident.

Develop Mana/self-worth, identity, independence, self-regulation, self-management, respect, empathy, and risk taking.

### **Kaiako will promote:**

- Peaceful conflict resolution through positive modeling and helping ākonga to resolve their own conflicts.
- Realistic expectations based on ākonga strengths, interests and whānau aspirations and will endeavor to teach ākonga awareness of their feelings, emotions, and appropriate behavior and how to manage them.
- The encouragement of acceptable behaviour in all interactions with ākonga and staff and show that good behaviour is valued. We place strong emphasis on rewarding positive behaviour however small. When presented with unacceptable behaviour k̄iako will communicate our values of acceptable behaviour and where possible re-direct the child towards a more appropriate activity. K̄iako will focus on the child's behaviour not the child.
- Open communication between whānau and k̄iako around social competence and what it involves.

Team meetings provide the opportunity for k̄iako to discuss akonga on a regular basis in relation to what they are noticing about their learning and possible lines of direction for the environment and their teaching strategies to add value to ākonga's learning. Important information is also passed on daily through our diary.

*If a child is a risk to the well-being of themselves, other ākonga or a k̄iako they can be withdrawn to another area (but not isolated), given time to calm down and talk to a k̄iako to resolve the problem. In consultation with parents/caregivers/whānau, support services may be contacted. At no time will K̄iako use corporal punishment or seclusion as a resolution.*

### **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

DATE REVIEWED	DATE NEXT REVIEWED
March 2021	2023
November 2021	2023
Nov 2023	2025



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- Is consistently rude and/or refuses to participate

### **Kāiako will discuss their concerns regarding the child's behavior with parents/caregivers/whānau. In cases of ongoing behavior:**

1. Observations must be undertaken by more than one staff member to gain more in-depth information relating to the behavior.
2. Staff are to discuss these observations together with any information provided by the parent/caregiver/whānau. Together the staff will draw up and implement an action plan.
3. The Centre Manager, Curriculum Lead Teacher or key teacher will approach parent/caregiver/whānau at an appropriate time to discuss the child's behavior and relevant observations.
4. Together decide on relevant strategies that will help guide the child's behavior and if necessary, seek the assistance of the Special Education Services.
5. Where the behavior is deemed to have been very unsafe, parents/caregiver/whānau will be contacted immediately for collection of the child.
6. If all support services and strategies have been exhausted the Board of Governance may cease the child's enrolment.

#### **Refer to:**

Privacy Policy  
Child Injury/Accident Procedure  
Curriculum, Assessment and Planning Policy  
Philosophy

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