

# CONDUCTIVE EDUCATION WAIKATO

Early Intervention and Habilitation Provider

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## SUPPORTING CHILDREN'S SOCIAL AND EMOTIONAL COMPETENCE POLICY

### ■ **Rationale**

We believe that children become emotionally and socially competent when adults treat them, and others, with warmth, respect and dignity. The physical safety and emotional well being of all teachers and children in the Centre should be ensured.

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)

### ■ **Objectives**

- We aim to provide a positive child-centred environment where there are opportunities for extending children's thinking and actions through sensitive informed guidance, interventions and support, ensuring that every child is valued as an individual and treated with respect and dignity.
- We aim to guide behaviour in a positive way, setting clear, consistent and developmentally appropriate boundaries while empowering children to take responsibility for their own actions, learn to control some impulses, alongside learning to respect the rights of others.
- To be guided by current pedagogy and use evidence based strategies and techniques to remain informed of best practice with regard to teaching children.

### ■ **Procedures and strategies**

- Staff will follow guidelines of the teaching pyramid. See appendix i.
- Staff will explain and demonstrate clear and consistent expectations for behaviour. Children will be regularly reminded of the rules and expectations and why we have them.
- Every child will be guided in a positive manner that promotes appropriate behaviour, whilst having regards to the child's stage of development and level of understanding.
- Staff will model appropriate social skills demonstrating positive interactions between themselves and with children. Staff will affirm acceptable and desired behaviour through encouragement and positive feedback and 'catch children when they are showing positive

behaviours'. Staff will communicate with children in a positive way using feedback, praise and encouragement, smiles and facial expressions.

- Staff will encourage the development of self-control setting realistic and age appropriate expectations for behaviour. When appropriate, staff will intervene, offering problem solving strategies and redirection. Intervention will occur in a manner that is firm, clear and fair in a supportive and understanding way with a spirit that expresses to the child that, 'I am on your side'.
- Staff will be aware of signs of stress in children's behaviour and provide appropriate stress reducing activities and techniques including warm physical contacts such as 'cuddles' and 'hugs', showing empathy and making themselves available to 'be there' when children are in need of reassurance and support.
- Staff will actively find ways to build self-esteem in every child by demonstrating respect, acceptance and affection for the child regardless of their behaviour.
- Staff will aim to develop warm and responsive relationships with children to gain an understanding of any behavioural issues and predict when they may arise.
- The teaching programme will take place at a peaceful and unhurried pace allowing children to anticipate what will happen during their day. Children will be given adequate notice that an event is going to happen, such as circle-time or toileting. When a child is engrossed in play or exploring a piece of equipment, time frames may be negotiated to allow them time to finish their exploration uninterrupted.
- Staff will practice safe and effective supervision techniques to minimise the opportunity for incidents to arise unnoticed.
- Staff will value 'mistakes' viewing them as learning opportunities and provide sensitive support to help children develop the skills to resolve their conflicts.
- Staff will practice redirection providing children with choices and options to diffuse conflict situations.
- Staff are required to reflect on their own practice and attend on-going professional development to further develop skill in positively managing children's behaviour, by attending meetings and co-constructing behaviour plans.
- Management will ensure that staff receive appropriate advice and guidance when they are challenged by children's behaviour.
- Management will ensure the staff and children enjoy a wide range of age appropriate resources and child/teacher ratios that allow staff to develop warm and responsive relationships with children and their families with a high quality education and care programme.
- Adequate resources will be provided to staff to ensure that children's interests are met and extended.

### **Handling difficult behaviour**

- We believe a cause exists for all challenging behaviour. It is our goal to support children with challenging behaviour to manage their actions and reactions. The likelihood of challenging behaviour is reduced where children have opportunities to make choices, develop friendships, be leaders, take responsibility, be treated with respect, have their feelings validated and supported and their frustrations attended to.
- When an ongoing difficulty arises with aspects of a child's behaviour, observations will be made by staff and the situation discussed with parents/whānau/caregivers.
- Any decision regarding the handling of the situation will be made jointly with the parents/whānau/caregivers, taking into account the child's family values and traditions, developmental level and temperament.
- Actions may include the development of a short term behaviour plan for immediate management when problems occur, for example see appendix ii. Alternatively, more in depth analysis may be undertaken to identify the reason for the behaviour and to further inform strategies to help the child learn more appropriate ways of behaving. It may also include obtaining advice and support from other specialists e.g., psychologist.
- As per our Privacy Policy, any information relating to children and their families is considered confidential and will not be discussed with other parents, or disclosed to any outside person or agency without the parent's permission unless staff have a reason to be concerned for the child's safety.
- All parents/whānau/caregivers are welcome to discuss any aspect of their child's care and education with the Centre manager at any time.
- Children will not be excluded, secluded or punished in any way by staff/parents/caregivers when at Conductive Education Waikato Unit (Education and Training Act 2020).

If a child is attending a mainstream setting, input from that centre's staff will be sought.

Reference:

He Mapuna te Tamaiti. Supporting social and emotional competence in early learning. Ministry of Education 2019.

Education (Early Childhood Services) Regulations 2008 Regulation 43 Licensing Criteria C10

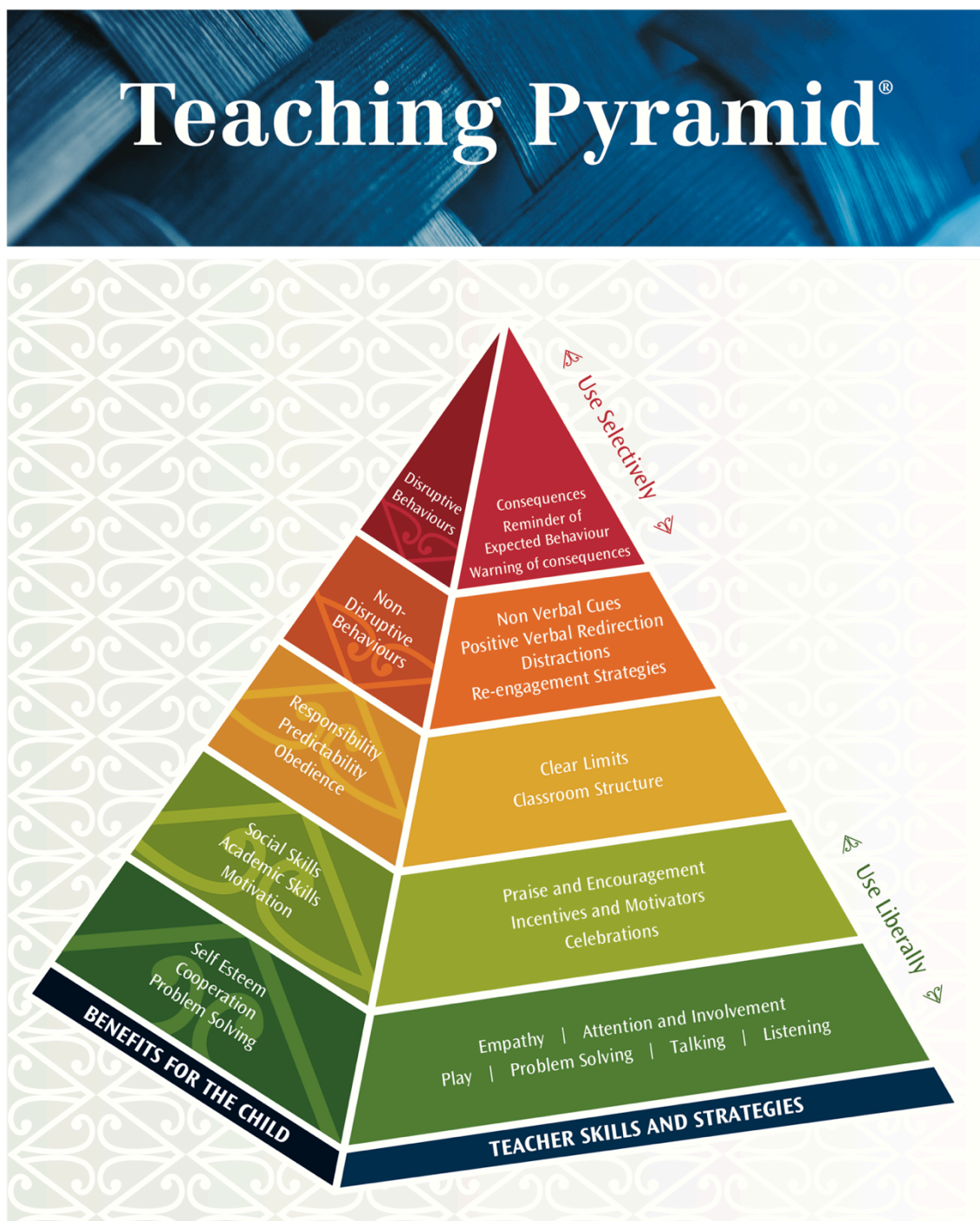
Conductive Education Waikato Trust Privacy Policy 2021

REVIEWED: September 2023

REVIEW CYCLE DATE: September 2025

Manager: \_\_\_\_\_

Appendix i:



## Appendix ii:

### Example of behaviour plan:

#### Plan for all teachers to follow to support Sinclair's participation

##### Please be consistent

**Explain and show the classroom rules e.g. Hands to self, walking feet, inside voices, listening ears, eye on teacher.**

**Often:** Praise Sinclair often saying his name first to gain his attention and then name the activity he is doing well clearly in simple terms. An example would be "Sinclair (go close and gain his attention)... you are pushing your truck along gently, well done." Or "Sinclair... you are sitting still and quiet with your legs crossed. That's fantastic!"

**DO more of this than any other thing.**

**Disruption:** When Sinclair is not participating appropriately during an activity, e.g. he is bumping into others because he is spinning and loudly, chattering, generally disruptive – give one firm warning, "Sinclair... (go close and gain his attention and perhaps place your hands gently on his shoulders) "Please listen to the teacher and do what your friends are doing". If he persists with the undesired activity, take him to the sofa for two minutes away from the group, and turn on the countdown timer app on Janet's phone. Say "Sinclair... two minutes and then you can go back." Sit near him on the couch but do not give him attention until the time is up. Explain clearly and simply afterward... "Sinclair.... you need to join in with what we are doing and follow the rules"

**Ignore:** When Sinclair is doing something that is not appropriate but that is not disrupting or hurting others or himself, then ignore it and redirect him to something highly motivating at the earliest opportunity without showing an interest or drawing attention to the unwanted behaviour.

**Rewards:** Sinclair loves the smiley face magnets that are the same as the other children in the class, he gets one in the class to put on the magnet board by his name (signifying good behaviour) if he completes an activity in an acceptable manner.

Often Sinclair suggests to do something else e.g play with the ambulance. For example and we can say "Sinclair, (gain attention) First we are doing ..... (say the activity) and then you can play with the ambulance". Make sure you follow through with allowing what you suggest.

**Please remember: DO NOT laugh or pay attention for any inappropriate behaviour.**

