

# Supporting social and emotional competence at ELC policy and procedure

## Bible Verse

Galatians 5:22-23 'For the fruit of the spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control..'

## A. Principles

1. Changepoint Early Learning Centre is committed to providing a safe environment that promotes the holistic i.e. spiritual, cognitive, emotional, physical, and social well-being of all children.
2. Changepoint ELC is committed to supporting children to have social and emotional competence that will become a lifelong way of being as well as a set of skills they can call on to manage the many challenges of life.
3. Changepoint ELC uses the virtues project and fruits of the spirit to talk about positive behaviour choices and to set the expectations on acceptable behaviour choices for all at ELC.
4. Teachers at Changepoint ELC are required to model pro-social skills at all times.
5. This policy seeks to outline the strategies, skills and intentional teaching practices to support social and emotional competence. This includes strategies used for positive guidance and behaviour management at Changepoint ELC

## B. Connection with Te Whāriki

Strand 1: Well-being - Goal 2: *Children experience an environment where their emotional well-being is nurtured.*

Strand 2: Belonging - Goal 4: *Children experience an environment where they know the limits and boundaries of acceptable behaviour.*

Strand 4: Communication - Goal 1&2: *Children experience an environment where they develop non-verbal and verbal communication skills for a range of purposes.*

## C. Policy Statement

The Positive Guidance / Behaviour Management Policy states that **“The curriculum of the Changepoint Early Learning Centre supports a child’s developing social and emotional competence and growing understanding of appropriate and acceptable behaviour through a process of positive guidance”**.

## D. Procedures:

Social and emotional competence is the ability to interact in a positive way with others, communicate emotions and regulate behaviour.

1. Changepoint ELC acknowledges the importance of focusing on the positive behaviour that is expected while learning, playing and teaching at ELC for all participants in the ELC program. This includes but is not limited to children, whānau, teachers, other staff, management and visitors.
2. Teachers are committed to developing virtues as outlined in the virtues project and growing the values of love, kindness, respect and confidence are daily goals. The language of the virtues project is used in our daily conversations, planning, assessment and evaluation so that children and families are familiar with these.
3. Teachers include the fruit of the spirit as outlined in the Bible as a key set of desired behaviour choices and positions of character.
4. “Give me 5” is used as the five foundational rules of Changepoint ELC. All behaviour choices are filtered through this lens. There is a shared understanding across the ELC curriculum and teaching team that at ELC we are “kind, gentle, respectful, responsible and

- trustworthy”.
5. The teaching team work collaboratively to ensure a shared understanding of social and emotional competence is interwoven throughout the ELC curriculum.
  6. Changepoint ELC acknowledges that every child is created unique, different and wonderful. We recognize that each child and their family come with their own set of skills, talents, prior knowledge and experiences, these are celebrated at ELC. Through authentic relationships; teachers find ways to draw these things out of children and their families. Teachers endeavour to give them opportunities to contribute to the day to day life of Changepoint ELC.

#### **E. Role of the Kaiako:**

1. Aligning practice with the MOE document He Mapuna te Tamiti puts the focus on practices being positive and centred on the strategies employed before behaviour needs correcting. Each strategy is outlined below is designed to support kaiako to have mana-enhancing, culturally informed, responsive interactions with children and whānau. These interactions will reinforce caring relationships within a positive, supportive environment for all learners and their whānau.
2. **Promoting emotional competence at ELC:**  
Teachers work collaboratively through intentional teaching strategies and practices to:
  - a. Support children to understand, express and regulate their emotions.
  - b. Help children to build resilience and a sense of self-worth.
  - c. Provide children with positive guidance during heightened emotions.
3. **Promoting social competence at ELC:**  
Teacher work collaboratively through intentional teaching strategies to:
  - a. Foster peer friendships and interactions.
  - b. Support children to care for an empathise with others.
  - c. Help children support others in their learning.
  - d. Help children to solve social problems during peer conflict.
4. **Creating a supportive environment:**  
Teachers work collaboratively through intentional teaching strategies to:
  - a. Establish a positive climate.
  - b. Construct values (Virtues project, fruit of the spirit, give me 5).
  - c. Develop and promote expectations (Give me 5).
  - d. Establish consistent routines.
  - e. Create a safe and inclusive space.
5. **Supporting learning and engagement:**  
Teachers work collaboratively through intentional teaching strategies to:
  - a. Support children to manage their learning.
  - b. Provide rich and varied learning opportunities.
  - c. Remove barriers to participation, engagement and learning.
  - d. Support positive, child led transitions.

#### **F. Developing and promoting expectations:**

It is the expectation on the CET and ELC management that in all cases interactions with children are positive, respectful and purposeful. Outlined below is the strategies that a teacher may use when promoting expectations with tamariki.

1. We believe that all behaviour has meaning. The teachers, therefore, endeavour to seek ways to help children to express negative feelings and energy in appropriate and constructive ways.
2. Teachers aim to work collaboratively and ensure that the messages they are communicating are consistent and clear across the ELC learning rooms. While the strategies employed will look different depending on the age and stage of the child the message will stay the same.
3. The message at ELC is: “we are kind, gentle, respectful, responsible and trustworthy” Teachers will use this language to promote the expectations on children while they participate in the day to day program of ELC.
4. Teachers, parents, visitors and all other adults are also held to the same expectations as the children and receive the same consistent message from ELC teaching team and management.

5. At all times Changepoint ELC is a place that does not tolerate ill treatment towards others (See also Child Protection Policy). Behaviour that is unacceptable includes but is not limited to hitting, pushing, shoving, biting, kicking, shouting, pulling, throwing things at others. Changepoint sets limits on all inappropriate behaviour. This applies to children, teachers, parents / whānau and visitors to the ELC. No child or adult is permitted to:
  - a) Hurt another person.
  - b) Maliciously disrupt another's play.
  - c) Verbally abuse or bully another person.
  - d) Deliberately break or damage equipment.
6. When dealing with inappropriate or unacceptable behaviour, teachers take into consideration the developmental stages and understanding level of the children involved, as well as their ability to respond positively to correction.
7. Teachers always offer the child an explanation of why a specific behaviour is inappropriate / unacceptable and inform the child of the desired behaviour.
8. Teachers allow the child time to correct his or her behaviour, i.e. by approaching the situation and asking "What is happening here?", then offering choices to the child on how to behave differently.
9. Teachers will use the word 'STOP' if a child is in danger of being hurt by another child or themselves.
10. Teachers talk calmly with children when correcting their behaviour choices. If a teacher is not able to be calm while talking with a child about their behaviour they are expected to remove themselves from the situation and ask for support from a colleague or management.
11. When talking with children about their behaviour choices the teacher will also focus on the choice saying things like "that's not a good choice". In this way the correction is focused on the action and not the person. Teachers may also employ this strategy to talk about positive behaviour choices.
12. Teachers promote peaceful problem solving strategies which result in maintaining respect and dignity for all parties.
13. Teachers may remove a toy, activity or object that is central to the inappropriate behaviour after a warning has been given.
14. As a last resort extremely inappropriate behaviour (this may include but is not limited to repeated and persistent behaviour as outlined in number 4), may result in 'thinking time', Thinking time is a safe space where a child is supported to work through their emotions without hurting themselves or others.
  - A teacher will stay close by to the child and check in with them every 30seconds to 1minute.
  - Positive time and attention is given to the other children who were involved.
  - Teachers will use the "WHEN... THEN..." statement to support a child to know what is expected of them do they can re-join the group.
  - Teachers will always use the positive behaviour they want to see not the negative behaviour they are trying to change. For example "When you are ready to use your gentle hands then we will go and play with our friends".
  - Children are encouraged to be responsible for their actions, such as getting an icepack or cleaning up the mess, but are not forced to say sorry.
  - A teacher may role model repentance through saying to the hurt child "I'm sorry that happened to you... are you ok?"
15. When teachers have to use the strategy outlined in 12 they will make a note in the teachers observation notebook and seek support from management as to whether we need further support from outside agencies.
16. Parents are always notified of the occurrence of any extremely inappropriate behaviour and of the methods used to modify it. We will endeavour to work collaboratively with whānau to find meaningful and positive solutions.

### **G. Some specific strategies a teacher may use:**

To discourage inappropriate behaviour a teacher may:

1. Ignore action (avoid giving attention to action in order to discourage it).
2. Explain why the action is unacceptable.

3. Redirect attention to positive strategies.
4. Redirect child from one space to another.
5. Use proximal praise to remind of expectations and highlight role models.
6. 'Thinking time'.

To encourage positive behaviour a teacher may use:

1. Personal acknowledgment from teachers and staff. Attention and praise should always be focused on the behaviour choice and not the child. "You are really great at tidying up I can see you are a very responsible friend".
2. Acknowledgement from the group.
3. Hugs, cuddles and smiles ☺.
4. Feedback to parents.

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