

# **DUNBAR TERRACE KINDERGARTEN**



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## **Social Competence Policy**

*All children in our preschool community have the right to play and engage in a safe and well planned environment which promotes a sense of belonging, trust and respect. We provide a program that is inviting and makes a commitment to children's wellbeing, to maximize their learning potential. We see behaviour as a form of communication and we build on children's prior knowledge, interests and capabilities. This policy works together with the principles of Restorative Practise.*

### ***Behaviours we encourage include:***

- ❖ To care for themselves, others and their environment
- ❖ To make decisions and choices that encourage positive interactions
- ❖ For children to understand that they are part of a group and explore the concept of fitting in
- ❖ Listening, sharing, turn taking and contributing
- ❖ Cooperation and empathy towards others
- ❖ The ability to reflect and accept responsibility
- ❖ To use respectful and inclusive language

### ***We maximize positive behaviours by:***

- ❖ Creating a respectful and inclusive learning environment
- ❖ Children feeling a sense of connectedness to others and the environment
- ❖ Children feeling they can make choices that influence their learning
- ❖ Valuing children's interests to drive the curriculum
- ❖ Educators developing sincere and meaningful relationships with children
- ❖ Educators modeling and role playing positive interactions, using wellbeing language and verbalizing the learning process in accepting and managing challenges
- ❖ Educators working with children to develop the skills of a confident communicator
- ❖ Assisting children to develop the ability to self-regulate, to stop and think
- ❖ Assisting children to develop problem solving skills
- ❖ Assisting children to recognize the consequences of their behaviour through the principles of Restorative Practise
- ❖ Encouraging children to seek adult assistance when necessary
- ❖ Teaching the success values of getting along with others, recognizing and expressing emotions, developing an emotional vocabulary, being persistent, being confident, being organized.
- ❖ Providing the opportunities to practice these skills through a variety of media
- ❖ Using language such as fairness, respect and inclusion in our interactions with children

**Behaviours that are not acceptable include:**

- ❖ Behaviour that endangers the safety and emotional wellbeing of others(including the perception of bullying)
- ❖ Behaviours that impede children's capacity to access or participate in the curriculum

**We minimize challenging behaviours by:**

- ❖ Designing a safe and engaging learning environment that encourages safe challenge and celebrates endeavours
- ❖ Enjoying our relationships with the children
- ❖ Explicit teaching of play skills, how to enter and exit a play situation
- ❖ Explicit teaching of social skills and strategies to deal with frustration and developing flexibility and managing the unexpected
- ❖ Talking with children about recognizing and expressing emotions
- ❖ Developing empathy in children
- ❖ Early Intervention
- ❖ Practising relaxation techniques and incorporating yoga in the curriculum
- ❖ Working with families

**We support children by:**

- ❖ Involving them in the decision making process to establish clear, consistent guidelines
- ❖ Using role play, puppets, self-reflection
- ❖ Intentional teaching of the values of the Success characters of Program Achieve
- ❖ Working closely with families and using appropriate and relevant resources to create links between preschool and home

**We consult and inform Parents:**

- ❖ By building healthy relationships with parents/caregivers
- ❖ By promoting early behaviour intervention as the best way to minimize the long term effects of ongoing challenging behaviours
- ❖ Providing support for families through DECD Support Services and in making available relevant and guiding articles

**Parents can help support the Social Competence Policy by:**

- ❖ Being familiar with the policy and practicing these strategies in the home environment
- ❖ By working with staff to develop consistent expectations to support the child's learning
- ❖ Informing staff of any changes that may affect the child
- ❖ Establishing healthy life style practices