

Behaviour Management Educators

NQS 5.1.1 Positive educator to child interactions

5.1.2 Dignity and rights of the child

5.2.2 Self-regulation

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Communicating with families	ED1	ED2	ED3	ED4	ED5
Do you give families information about particular behaviours where relevant eg biting?					
Do you discuss with families what you will do to manage the behaviour?					
Do you work with families and support services/professionals if relevant to manage behaviour eg with behaviour management plan?					
Communicating with children and team members					
Do you role model appropriate behaviour at all times eg never yell across the room and use gentle, nurturing interactions?					
Does your non-verbal communication match what you are saying eg arms open rather than crossed if you are inviting child to engage with you?					
Do you use a variety of strategies to teach children eg often use pictures rather than a whole lot of words?					
Are your actions to manage inappropriate behaviour consistent with those of other educators?					
Educator practices					
Do you explore all possible reasons for the behaviour eg hunger, tiredness, delayed speech, receptive language difficulties					
Do you make sure you're meeting children's interests?					
Do you ignore negative behaviour where safe to do so and praise positive behaviour?					
Do you build strong relationships with children using Circle of Security techniques?					
Do you make sure you're extending children's learning eg word walls					
Do you allow children to 'run around' and burn energy through physical activity if they are having trouble sitting or concentrating?					
Do you teach children how to be calm and live in the moment (mindfulness)?					
Do you redirect inappropriate behaviour rather than banning it altogether eg child climbing on outdoor equipment but not indoor furniture?					
Do you try and see things from a child's perspective so you can understand where the behaviour came from eg "I know you'd love to play in the rain. Maybe we can go outside in our raincoats soon?"					
Do you show children you respect them eg use their name, respect their privacy?					
Do you discuss the service rules with children, and why we have them?					
Do you involve children in setting service rules?					

Are rules stated positively –what you want children to do not what they can't do eg 'we use quiet voices inside' not 'no yelling'					
Do you intentionally teach behaviours like walking inside and never assume children know how to do things?					
Do you teach children about their emotions?					
Do you support children through their difficult emotions?					
Do you help children to reflect on their actions eg "Tommy I saw you... What were you about to do with..."?					
Do you use key words with signing visual cues to help children understand their behaviour eg traffic lights 'Stop, think and do'					
Do you provide directions 1 or 2 at a time, and give children time to understand?					
Do you document inappropriate behaviour and when it's occurring, then develop a behaviour plan with parents and if relevant other professionals?					
Display					
Are service/group rules displayed?					

Actions required