



Educational Leader

Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts

Looking at the element in detail - A service reviewed what the NQF Guide said about element 5.2.2 and understood educators must support each child to:

- control their behaviour in respectful and considerate ways
- communicate their needs in positive ways
- effectively manage conflicts.

Ross Greene is a well-known child psychologist and author. He teaches that challenging kids do not lack the motivation to do well, and they're not attention-seeking, manipulative, or testing boundaries. He says they lack the skills *not* to be challenging. That's why rewards and punishments may not make things better and certainly don't help them learn the skills they need to succeed. (Note some of the Educators' Section discusses teaching children skills around socially accepted behaviour, and communicating in simpler ways to help their communication skills.)

Greene says "If we don't start doing right by kids with social, emotional, and behavioural challenges, we're going to keep losing them at an astounding rate. Doing the right thing isn't an option...it's an imperative. There are lives in the balance, and we all need to do everything we can to make sure those lives aren't lost." He has developed a **Bill of Rights for Behaviourally Challenged Kids**:

Behaviourally challenged kids have the right:

1. To have their behavioural challenges understood as a form of developmental delay in the domains of flexibility/adaptability, frustration tolerance, and problem-solving.
2. To have people—parents, teachers, mental health clinicians, doctors, coaches, and everyone—understand that challenging behaviour is no less a form of developmental delay than delays in reading, writing, and arithmetic and is deserving of the same compassion and approach as are applied to these other cognitive delays.
3. Not to be misunderstood as bratty, spoiled, manipulative, attention-seeking, coercive, limit-testing, controlling, or unmotivated.
4. To have adults understand that challenging behaviour occurs in response to specific unsolved problems and that these unsolved problems are usually highly predictable and can therefore be solved proactively.

5. To have adults understand that the primary goal of an intervention is to collaboratively solve these problems in a way that is realistic and mutually satisfactory so that they don't precipitate challenging behaviour any more.
6. To have adults (and peers) understand that time-outs, detentions, suspensions, expulsion, and isolation do not solve problems or "build character" but rather often make things worse.
7. To have adults take a genuine interest in their concerns or perspectives and to have those concerns and perspectives viewed as legitimate, important, and worth listening to and clarifying.
8. To have adults in their lives who do not resort to physical intervention and are knowledgeable about and proficient in other means of solving problems.
9. To have adults who understand that solving problems collaboratively—rather than insisting on blind adherence to authority—is what prepares kids for the demands they will face in the real world.
10. To have adults understand that blind obedience to authority is dangerous and that life in the real world requires expressing one's concerns, listening to the concerns of others, and working towards mutually satisfactory solutions.

For more information see:

- [Explosive Kids YouTube Video](#)
- [Ross Greene's Bill of Rights Video](#)
- [Ross Greene on Challenging Behavior](#)

How could these Rights for Behaviourally Challenged Kids help with your educators' thinking about managing inappropriate behaviour, or working with children with additional needs?

Week 23, 2 - 6 August 2021- 5.2.2 Self-regulation

Behaviour Guidance Policy (in Relationships with Children Policy)

Educators, staff and volunteers will model positive behaviour and guide children’s behaviour eg:

- support children to explore different identities and points of view
- discuss emotions, inclusion and exclusion, fairness and bias
- use positive language, gestures, facial expressions and tone
- intervene sensitively when children have difficulty resolving disagreements
- promote age appropriate independence and autonomy
- help children manage raw emotions like anger, fear, panic
- provide opportunities for uninterrupted play
- provide explicit instruction for routines and learning
- use supports like visuals, key word signing, two step instructions
- hold babies and speak soothingly with them

Parents will:

- work in partnership with educators where concerns are raised about the behaviour of their child, including where the behaviour is a risk or potential risk to other children and educators
- consent to educators liaising with relevant professionals where educators believe this is necessary to support the child’s learning and development

Educators and staff understand a child’s inappropriate behaviour is their way of saying they need support, and they will develop strategies like those in the Policy to help the child. Educators will not isolate, intimidate or subject children to corporal punishment to guide behaviour. If parents are not willing to work with educators as outlined to support their child’s behaviour, the Nominated Supervisor may suspend or terminate the child’s enrolment.

Do you have any feedback or comments about this policy? Please include below.

Educator’s Name	Educator’s Signature

Week 23, 2 - 6 August 2021- 5.2.2 Self-regulation