

Self-regulation Director

NQS 5.2.2 Self-regulation

Name of the person conducting the checklist: _____ Date: _____

Practices - General

Do you role model respectful, professional interactions at all times eg?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are service/room rules displayed where children can see them and in way that children can understand?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do rules tell children what they should do not what they can't do eg 'use quiet voices inside' not 'no yelling'?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident educators teach children to identify and understand their emotions?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident educators are aware of various strategies to help children self-regulate and implement them consistently?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident educators support children's interactions but intervene when necessary?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you make sure there are safe spaces where children can implement calming strategies like meditation/mindfulness, breathing or exercise?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you organise training in self-regulation/behaviour guidance/emotional intelligence as required and include these training needs when developing staff training plans?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Practices - Inappropriate Behaviour

Do all educators document consistent inappropriate behaviour, then collaborate with parents and other relevant professionals to develop and implement a behaviour plan?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you provide support and training where necessary to ensure educators can confidently collaborate with parents and other relevant professionals to develop and implement behaviour management plans and strategies?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you support educators where families have different views and expectations compared to those of the service about guiding children's behaviour?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure families receive information about particular behaviours where relevant eg biting?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators in a team discuss suitable strategies to manage a child's inappropriate behaviour and then implement them in a consistent way?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required