



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.

“Assessors may discuss how the educational leader supports educators to enhance their skills and knowledge to positively guide children’s behaviour.” (NQF Guide p 248.)

The **Behaviour Guidance Policy** (embedded in the Relationships with Children Policy) has a lot of ideas for pre-empting inappropriate behaviour and managing children’s behaviour in positive ways. Are you familiar with all of these? Do you support educators to effectively implement the various strategies? For example, to:

- help children be as independent as possible, try things for themselves and experience the consequences (where risk is managed)
- base most of the curriculum on children’s ideas and interests
- set up environments which promote positive behaviour eg attractive displays, accessible resources, storage containers labelled with photo of contents, spaces for uninterrupted play
- teach children about their emotions, listen empathetically when they share how they feel, reassure them it’s normal to experience positive and negative emotions,
- build strong relationships with the child and their family

- provide uninterrupted play times where children can focus and not have to pack up and move onto the next activity
- ensure children’s basic needs are met eg they aren’t hungry or tired and address these if needed
- ignore negative behaviour and praise positive (where no child or adult at risk)
- be patient when children revert to old behaviour because they’re stressed, tired, hungry etc
- support instructions or comments with consistent body language
- build trusting relationships with children eg using Circle of Security approaches
- support children’s comprehension with visuals, key word signing, two step instructions, or give child time to process instructions or information eg wait 3 -5 seconds after speaking
- give children time with resources they engaged with – without forcing them to share
- provide explicit instruction for routines and learning
- explain and demonstrate what words mean - never assume children understand words like sharing, turn taking, sorry mean – eg explain saying sorry doesn’t mean the behaviour can then be repeated)
- help child reflect on their actions eg “Tommy, what are you doing?” “I saw you” “What were you about to do with ...?”
- ask child a question rather than telling them what to do eg “What do we have to do so we can have lunch, ” rather than “pack up”
- talk with children about the consequences of their actions, our rules and why we have them eg “We don’t throw sand do we? We need to make sure it doesn’t get in other children’s eyes.”
- offer child two choices eg “you can have the red car on the shelf or you can wait until Darcy has had a turn with the car”
- adjust the menu and the time that certain foods like fruit which are high in natural sugar are provided
- provide sufficient opportunities for exercise including running which can calm anxious or

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agitated children through the production of certain brain chemicals

- intentionally teach behaviours like walking inside
- use empathy and put self in child’s position - try and understand where behaviour came from (rather than yelling at end result)
- document incidents of inappropriate behaviour and when they occur, and develop behaviour plan – if possible with parents and if relevant other professionals.

How could you support educators to provide environments and activities that help children self-regulate their behaviour?

How could you support educators to manage children’s inappropriate behaviour?

We’re also briefly reviewing an article from Harvard University about ‘**executive function.**’ These are the skills needed to plan, show self-control, follow multi-step directions and stay focused. As you might appreciate, good executive function skills contribute to positive behaviours.

The article makes the following point:

“Contrary to popular belief, young children who do not stay on task, lose control of their emotions, or are easily distracted are not “bad kids” who are being intentionally uncooperative and belligerent. Young children with compromised or delayed executive function skills can display very challenging behaviors for which they are often blamed. In most circumstances, however, it is the protracted development of the prefrontal cortex that is to “blame.” Efforts to help affected children develop better executive function skills and adjustments of the demands placed upon them to avoid overtaxing their capabilities are much more helpful than punishment for difficult behavior. Particularly when adverse experiences or environments elicit a toxic stress response, it can be very difficult for even the most competent children to enlist whatever executive function skills they have. In these circumstances, the provision of a safe and predictable environment offers the sense of security needed for successful behavior change to occur.”

Source: [What is Executive Function? And How Does It Relate to Child Development?](#)

How do you support educators in providing a safe and predictable learning environment for all children, including those who need extra support in self-regulating their behaviour?

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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

Note we are now listing any Procedures which relate to the Policy reviewed. We have a comprehensive Procedure Pack (in addition to the procedures already included in the policies) which is currently part of our HR Toolkit. Please contact us on admin@centresupport.com.au if you would like a quote for the Kit.

Procedure - Behaviour Management

Procedure - Child Safe

Procedure - Working with Professionals or Support Services

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