



Law & Regs

Law Section 166: Offence to Use Inappropriate Discipline.

It is fundamental that no child is subjected to any form of corporal punishment or unreasonable discipline. This rule applies to all approved providers and nominated

supervisors, who must ensure that discipline is fair and appropriate for the situation. Violating this law can result in severe penalties: individuals can be fined \$10,000, while organisations face fines up to \$50,000. Additionally, staff members and volunteers are also prohibited from subjecting children to corporal punishment or unreasonable discipline, with a penalty of \$10,000 for non-compliance.

Regulation 155: Interactions with Children.

Approved providers are responsible for creating an environment that encourages children to express themselves and share their opinions freely. Activities should be designed to help children develop self-reliance and self-esteem. At all times, the dignity and rights of each child must be respected. Children should receive positive guidance and encouragement to behave acceptably. Furthermore, the service must consider the family and cultural values, age, and physical and intellectual development of each child in their care.

Regulation 156: Relationships in Groups.

Approved providers must ensure that children have opportunities to interact and develop respectful and positive relationships with their peers, staff, and volunteers. This includes taking reasonable steps to create these opportunities within the service. Additionally, the size and composition of groups must be considered to foster effective relationships and ensure a supportive environment for all children.

Evidence to show compliance – We follow the laws and regulations regarding discipline and interactions with children. We do not use any form of corporal punishment or engage in unreasonable discipline, as outlined in Law section 166. Instead, we provide positive guidance and encouragement for acceptable behaviour, as required by Regulation 155. We also

create opportunities for children to express themselves, develop self-reliance and self-esteem, and maintain respectful and positive relationships with their peers and staff members, in accordance with Regulation 156.

Why is the element important?

Element 5.2.2 is crucial as it addresses various fears and behaviours that children may develop if they are not capable of self-regulation. These include:

Aggression: Without proper self-regulation, children might resort to aggressive behaviours such as hitting, pushing, or yelling. They struggle to control their impulses and often react impulsively when faced with challenging situations.

Emotional Outbursts: Children who cannot manage their emotions effectively may have frequent emotional outbursts, tantrums, or excessive crying. They find it difficult to express their feelings in a healthy manner.

Ineffective Communication: Children might have trouble expressing their needs, feelings, and thoughts appropriately. They may use ineffective communication strategies like shouting, interrupting, or withdrawing from conversations.

Difficulty in Conflict Resolution: Resolving conflicts peacefully can be challenging for children who lack self-regulation skills. They might struggle to listen to others' perspectives, empathise, and find mutually agreeable solutions, often resorting to aggressive or avoidant behaviours.

Low Self-Esteem: Inability to control behaviour or respond appropriately can lead to feelings of inadequacy and frustration in children, resulting in lower self-esteem and impacting their overall confidence and well-being.

Social Isolation: Difficulty in regulating behaviour can cause social challenges. Children may find it hard to form and maintain positive relationships, leading to social isolation or exclusion from peer groups.

Week 17, 3 to 7 June 2024 – 5.2.2 Self-Regulation

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Anxiety: Children who struggle with self-regulation may experience higher levels of anxiety. They might feel overwhelmed by their inability to control their actions or emotions, which can exacerbate feelings of stress and worry.

Depression: Persistent difficulties in self-regulation can contribute to feelings of sadness and hopelessness. Children may become withdrawn and show signs of depression if they continuously struggle to manage their behaviour and emotions.



You must practice

It's important to acknowledge and address these fears or perceived fears that children may have. Here is a step-by-step guide

on how to do so:

Strategies to address self-regulation problems in children include:

Aggression:

1. Teach alternative behaviours: Teach children appropriate ways to express their anger or frustration, such as using words to communicate their feelings or engaging in calming activities like deep breathing or taking a break.
2. Provide positive role models: Surround children with positive role models who demonstrate non-aggressive behaviour, encouraging them to emulate those examples.
3. Teach problem-solving skills: Help children develop problem-solving skills to resolve conflicts peacefully, including strategies like compromising, taking turns, or seeking adult assistance.

"When we feel angry, it's important to find safe ways to express ourselves. Instead of hitting, we can use our words to tell others how we feel. Let's practice saying, 'I'm angry because...' and finding a solution together."

"I noticed that you're feeling frustrated right now. How about we take a deep breath together and think of a peaceful way to solve the problem? Remember, using gentle hands and kind words is always the best choice."

Emotional Outbursts:

1. Teach emotion recognition: Help children identify and label their emotions through activities like using emotion cards or discussing feelings during calm moments.
2. Encourage healthy coping strategies: Teach children techniques to manage their emotions, such as deep breathing exercises, mindfulness activities, or engaging in physical activities.
3. Create a safe and calming environment: Establish a safe space where children can retreat during emotional moments, providing them with comforting objects or tools for self-soothing.

"I understand that you're feeling upset. Let's take a moment to calm down. We can count to 10 or try some deep breaths together to help us feel better."

"It's okay to feel sad or angry, but let's find a positive way to express our emotions. You can draw a picture or talk to a friend about what's bothering you."

Ineffective Communication:

1. Teach active listening: Teach children active listening skills, such as maintaining eye contact, waiting for their turn to speak, and summarising what others have said to ensure understanding.
2. Promote assertive communication: Encourage children to express their needs and feelings in a clear and respectful manner, teaching them to use "I" statements to convey their thoughts without aggression or blame.
3. Model effective communication: Model effective communication techniques in daily interactions with children, demonstrating proper tone, non-verbal cues, and active listening skills.

"When we want to share our thoughts or feelings, it's important to listen to others first. Let's practice active listening by making eye contact and waiting for our turn to speak."

"Using kind words and a calm voice helps others understand how we feel. Instead of shouting, let's use our words to express ourselves respectfully."

Difficulty in Conflict Resolution:

1. Teach perspective-taking: Help children understand others' viewpoints by encouraging them to imagine themselves in someone else's

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shoes, fostering empathy and promoting understanding.

2. **Mediation and problem-solving:** Facilitate structured discussions and guide children through conflict resolution processes, teaching them negotiation skills and finding mutually agreeable solutions.
3. **Encourage positive social interactions:** Create opportunities for cooperative activities and encourage teamwork, promoting positive interactions and building conflict resolution skills through shared goals.

"I see that you're having a disagreement with your friend. Let's sit down together and talk about how we can solve this problem. Remember, listening to each other and finding a compromise is the key to resolving conflicts peacefully."

"It's normal to have different opinions, but let's try to understand each other's perspective. How about we take turns sharing our side of the story and find a solution that makes both of us happy?"

Low Self-Esteem:

1. **Provide praise and encouragement:** Recognise and acknowledge children's efforts and achievements, offering specific and genuine praise to boost their self-esteem and build confidence.
2. **Foster a growth mindset:** Help children understand that mistakes are opportunities for learning and growth, encouraging them to persevere and believe in their abilities.
3. **Set achievable goals:** Set realistic goals for children and provide support to help them succeed, fostering a sense of accomplishment and improving self-esteem.

"I'm proud of you for trying your best! Remember, everyone makes mistakes, and that's how we learn and grow. Keep going, and I believe in your abilities."

"You are a unique and valuable individual. Your ideas and contributions matter. Let's celebrate your accomplishments and focus on the progress you've made."

Social Isolation:

1. **Encourage inclusive behaviour:** Teach children the importance of kindness, empathy, and inclusion, promoting inclusive play and cooperative activities.
2. **Facilitate social skills development:** Offer opportunities for children to practice social skills, such as sharing, taking turns, and cooperating, through structured group activities and games.
3. **Create a supportive classroom environment:** Foster a positive and accepting classroom environment where all children feel valued and included, promoting friendships and social connections.

"In our classroom, we value kindness and inclusion. Let's make sure everyone feels welcome and included. How can we show our friends that we appreciate their company and want to play together?"

"Working as a team makes our activities more fun. Let's encourage each other, take turns, and share our ideas. Together, we can create an inclusive and supportive environment."

Anxiety:

1. **Teach Relaxation Techniques:** Introduce activities such as deep breathing, progressive muscle relaxation, or guided imagery to help children manage anxiety.
2. **Create Predictable Routines:** Establish consistent daily routines to provide a sense of security and reduce anxiety.
3. **Offer Reassurance and Support:** Regularly check in with anxious children, providing reassurance and emotional support.

"When you feel worried, let's try some deep breathing exercises together to calm down. Remember, it's okay to feel anxious, and I'm here to help." "We have a routine for our day, so you know what to expect. If you ever feel unsure, just let me know, and I'll explain what's coming next."

Depression:

1. **Encourage Positive Activities:** Engage children in activities that they enjoy and that provide a sense of accomplishment.
2. **Foster Connections:** Help children build positive relationships with peers and adults to combat feelings of isolation.

Week 17, 3 to 7 June 2024 – 5.2.2 Self-Regulation

3. **Monitor and Support:** Be vigilant for signs of depression and provide appropriate support or referrals to mental health professionals if needed.

"I see that you're feeling sad. Let's do something fun together that you enjoy. Remember, it's important to do things that make us happy." "You are not alone. Let's talk to a friend or spend some time together. It's important to have people around who care about you."

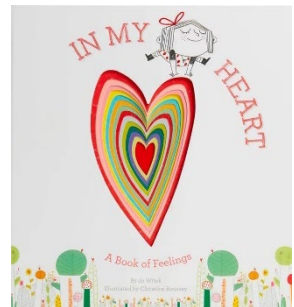
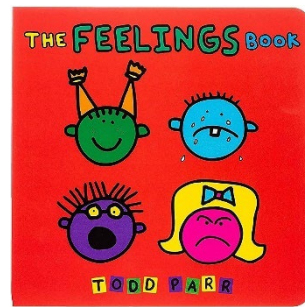
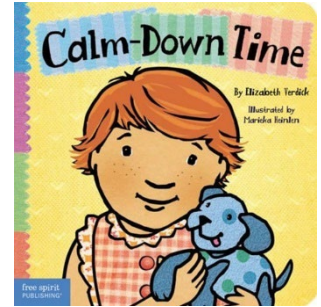
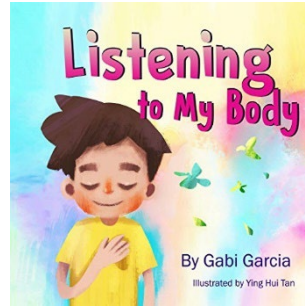
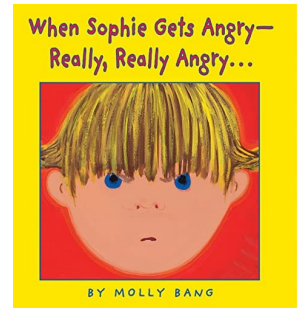
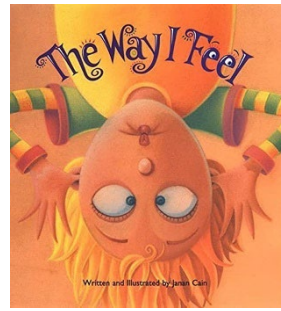
After reading these points, which one(s) do you think you doing well? Describe your practice in detail so it can go directly into you QIP or SAT (NSW only).

After reading these points, which one(s) do you think you need to work on?

Describe how you could improve your practice.

Resources and book

Please note, many of the books referred to here are on YouTube been read aloud.



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