



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