# 5.2.2 Self-regulation

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

Each child is supported to:

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

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| *Please give an example of an activity where you discussed emotions, feelings, inclusion and exclusion, fair and unfair behaviour, or bias and prejudice with children.* | *Please explain how you and your team implement a* ***consistent*** *approach to behaviour guidance so each child is always supported to regulate their behaviour, respond appropriately to others’ behaviour, and effectively resolve conflict.* |
| **Discussing emotions, feelings, inclusion, and exclusion.** Educators implement activities to promote learning about emotions, feelings, inclusion, and exclusion, and address bias and prejudice. For example, during group time, we read a story about a child feeling excluded due to their different abilities. We discussed how it felt and brainstormed ways to include everyone. This helps children understand and challenge bias based on culture, appearance, abilities, age, gender, family structure, and interests. | Implementing a consistent approach to behaviour guidance: Educators implement a consistent approach to behaviour guidance so each child is always supported to regulate their behaviour, respond appropriately to others’ behaviour, and effectively resolve conflict. This includes responses to biting, bullying, exclusion, and discrimination, as well as learning activities about emotions, feelings, social skills, and assertiveness. Educators step in to prevent potential conflicts or guide responses to conflicts and use mindfulness, meditation, and yoga activities to promote self-regulation. |
| *Please give an example of a discussion you’ve had with a child about their behaviour, its effect on others, service rules and the reasons for them, and the strategies you implemented to support the child’s behaviour.* | *Please discuss the theoretical perspectives that influence the way you support children to regulate their behaviour.* |
| **Discussing behaviour with a child.** Educators discuss behaviour-related issues with children, including the effect of their behaviour on others, the reasons for service rules, and implement strategies to support children’s behaviour. For example, I talked to a child about why hitting is not allowed, explaining how it hurts others and breaks our rule of being kind. We created a plan together, including using words to express anger and taking deep breaths to calm down. See Behaviour Guidance Policy Folder. | ***Theoretical perspectives influencing behaviour support:*** *The theoretical perspectives that influence the way educators support children to regulate their behaviour include the Behaviourist perspective, which posits that behaviour is learnt and can be influenced by responses. The Critical perspective, for example, Friere's idea that children have a sense of agency and that behaviour problems often stem from boredom or lack of engagement, also guides our approach. Additionally, we consider that behaviour often expresses an unmet need, and we tailor our support accordingly.* |
| *Please give an example of the way you model respectful behaviour, language, and interactions with others.* | *Please give an example of the way you and your team use your knowledge of each family’s behaviour guidance practices at home to support children’s self-regulation and interactions with others.* |
| **Modelling respectful behaviour.** Educators model respectful behaviour, language, and interactions with others. For example, I avoid yelling across the room and use polite language such as “please” and “thank you.” I always greet families and children by name, maintain eye contact, and support team members when they ask for help. This demonstrates respect and inclusivity, ensuring all staff and children feel valued. | **Using family behaviour guidance practices to support self-regulation:** Educators use their knowledge of each family’s behaviour guidance practices at home to support children’s self-regulation and interactions with others. For example, we incorporate strategies from the new Behaviour Guidance Policy Folder 7, such as ignoring negative behaviour while ensuring safety and praising positive behaviour. We use simple, clear directions and allow time for understanding, use child-friendly terminology, help children reflect on their actions, and ask questions to guide behaviour rather than giving direct orders. |
| *Please give an example of children contributing to room/group rules and acceptable group behaviours.* | *Please explain ways in which you help children self-regulate their behaviour that are consistent with your service philosophy.* |
| **Children contributing to room/group rules.** Educators provide opportunities for children to contribute to room/group rules and acceptable group behaviours. For example, during a group meeting, we discussed what makes a happy and safe classroom. Children suggested rules like sharing toys, using kind words, and listening to each other. They decorated a rules poster, which we display in the room. This encourages a sense of ownership and responsibility for maintaining positive behaviours. | **Helping children self-regulate behaviour consistent with service philosophy:** Educators help children self-regulate their behaviour in ways consistent with our service philosophy. For example, we ensure children’s safety through gentle restraint when necessary and supervise them closely during time-outs or changes in activities. We critically reflect on the reasons for a child’s behaviour to improve outcomes and continually enhance our practice. Additionally, we support families by providing information and community contacts that can assist in improving behaviour both at home and in the service. |
| *Give an example where you or your team have worked with families, and other professionals where relevant, to support a child’s behaviour.* | *Please give an example showing your approach to supporting a child’s behaviour has taken into consideration social justice and equity issues.* |
| **Working with families and professionals to support a child’s behaviour.** Educators work with families and other professionals to support a child’s behaviour. For example, we collaborated with a speech therapist and the child’s parents to develop a behaviour management plan for a child with additional needs. We included strategies for improving communication skills and provided parenting support sessions for the family. This holistic approach ensures consistency and supports the child’s social and emotional development. | **Considering social justice and equity in behaviour support:** Educators consider social justice and equity issues when supporting a child’s behaviour. For example, we understand each child’s family and home life and tailor our support accordingly. This might involve connecting families with community organisations to assist with issues such as substance abuse, domestic violence, or the arrival of a new baby. We also meet the child’s need for love and support that they may not be receiving at home, and we consider additional needs when developing behaviour strategies and plans. |