

Guiding Children's Behaviour



Review Date: 01/12/2027

Introduction

Evans Head Preschool Association Inc. recognises that it is vital for children to develop a sense of security, wellbeing, "belonging" and positive self-esteem.

Furthermore, it is a complex process for young children to learn to manage feelings, behaviour, rights and responsibilities, and explore how the social world works.

Children who feel safe, secure and supported are best prepared to develop and explore interactions and relationships with others.

Educators play an important role in supporting children to regulate their own behavior.

Positive, respectful daily interactions with children can support them to learn about independence & to become considerate citizens.

Goals – What are we going to do?

"A positive approach to guiding children's behaviour is ultimately aimed at empowering children to regulate their own behaviour and to develop the skills to negotiate and resolve conflicts or disagreements with others".

(National Quality Framework Resource Kit, ACECQA p.124).

Strategies – How it will be done

The Nominated Supervisor and Educational Leader will:

- Provide educators with professional development to assist them with strategies to take a positive approach to guiding children's behaviour.
- Mentor educators in self-reflective practice and provide feedback on building relationships, positive interactions, ethical practice and negotiating complex issues as they arise.
- Foster an environment based on a culture of respect, equity and fairness.
- Ensure that the safety, dignity and rights of every child are maintained at all times.
- Ensure that the Child Safe Standards are implemented to create, maintain & improve Child Safe Practices.

Educators will:

- Maintain interactions that convey to children that they are valued for who they are and that they are regarded as competent and capable learners.
- Be actively engaged with children's learning and share decision making with them.
- Encourage teamwork, collaboration, dialogue and discussion.
- View everyday interactions as learning opportunities in which to model constructive interactions and shared collaborative learning experiences.
- Be warm, available, genuine and responsive to children's interests, ideas, conversations, needs and challenges.
- Mediate and support children to negotiate their rights in relation to the rights of others.
- Structure the physical environment and routines to provide blocks of uninterrupted time for children to engage in projects or play experiences of their own choosing.
- Establish an environment conducive to different learning styles and personalities, balancing spaces for small group work and individual pursuits.
- Establish spaces, resources and routines to minimise times children are likely to experience stress or frustration.
- Discuss emotions, feelings, rights and reflect critically with children upon issues such as fairness, inclusion/exclusion, etc.
- Listen empathetically.
- Pre-empt potential conflicts or challenging behaviours through supervision and support interactions where conflict arises.
- Use positive language, facial expressions, gestures and body language when redirecting children.
- Respond promptly to aggression or bullying.
- Reinforce positive behaviour and decision making.
- Use Child Safe language with the children, families & educators throughout the program.

Statutory Legislation and Considerations

Children (Education and Care Services) National Law Application Act 2010
Section 166

Education and Care Services National Regulations 2011
Regulation 155

Sources

The Guide to the National Quality Standard (2018)

Early Year Learning Framework v 2.0 (2022)

Community Co-operative Sample Policies
www.cccnsw.org.au

United Nations Convention on the Rights of the Child (1989)

[ACEQA Information Sheet: Supporting Children to Regulate their own behaviour.](#)

[Child Safe Standards](#)

Related Policies

- Interactions with Children
- Staff Code of Conduct
- Parent Code of Conduct
- Employee Orientation
- Volunteers and Students
- Inclusion Policy
- Providing a Child Safe Environment

Evaluation

Educators will regularly reflect upon goals and strategies in this policy through pedagogical dialogue between educators, and, between educators and children; pedagogical documentation, staff meetings, discussions with families and at committee meetings.

Pedagogical documentation will reflect interactions between all members of our community and will make visible our actions which address policy goals.

Approved Provider Representative:

Name:.....Ashliegh Mitchell.....

Role:President.....

Signature:

Date Adopted:01/12/2025.....

REVIEW DATE:1 / 12 / 2025.....

POLICY REVISIONS		
Policy Reviewed/ Adopted	Approved Provider Representative	Review Date
25/06/2018	Belinda Fayle	25/06/2020
13/07/2021	Kieran O'Reilly	13/07/2023
28/11/2023	Narissa Cuskelly	28/11/2025
01/12/2025	Ashliegh Mitchell	01/12/2027