

Guiding Children's Behaviour



Review Date: 20/05/2028

Introduction

Evans Head Preschool Association Inc recognises that children learn and thrive when they feel safe, supported, respected, and connected. Developing the ability to understand and manage emotions, behaviour, rights, and responsibilities is a gradual and complex process for young children.

They rely on secure relationships with trusted adults to co regulate, learn social skills, and explore how the social world works.

In line with the Paramountcy Principle, the safety, health and wellbeing of children is always our highest priority. Children who feel safe and valued are best prepared to develop positive relationships, engage in learning, and build a strong sense of belonging and identity.

Our educators play a critical role in guiding behaviour through warm, responsive relationships, predictable environments, and intentional teaching.

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).
- Our goals are to:
- Promote children's emotional wellbeing, resilience, and sense of safety.
- Support children to develop self regulation, problem solving skills, and respectful relationships.
- Ensure all behaviour guidance practices uphold the Child Safe Standards, children's rights, and the dignity of every child.
- Create environments that reduce stress, prevent harm, and support positive behaviour.
- Ensure educators use consistent, respectful, trauma informed strategies that align with current research.
- Work in partnership with families to support children's social and emotional development.

Strategies - How will it be done?

The Nominated Supervisor and Educational Leader will:

- Provide educators with ongoing professional development in behaviour guidance, co regulation, trauma informed practice, and child safety.
- Mentor educators in reflective practice and provide feedback on relationships, positive interactions, ethical decision making and practice, and negotiating complex issues as they arise.

We use approaches grounded in current research, including co regulation, trauma informed practice, children's rights, and the Child Safe Standards.

- Ensure the environment reflects a culture of **respect, equity, inclusion, and fairness**.
- Ensure the safety, dignity, and rights of every child are upheld at all times.
- Implement and monitor the **Child Safe Standards** to maintain and strengthen child-safe practices.
- Support educators to identify early signs of stress, trauma, or unmet needs that may influence behaviour.
- Work collaboratively with families and external professionals when additional support is required.

Educators will:

Relationships & Interactions

- Build warm, trusting, responsive relationships with every child.
- Interact in ways that show children they are valued, capable, and respected.
- Listen actively and empathetically and acknowledge children's feelings, perspectives, and experiences.
- Share decision-making with children and support their agency.
- View everyday interactions as learning opportunities in which to model respectful communication, cooperation, and problem-solving.

Co-Regulation & Emotional Learning

- Support children to identify, express, and manage emotions.
- Use co-regulation strategies such as calm presence, predictable routines, and supportive language.
- Discuss emotions, rights, fairness, inclusion/exclusion, and social problem-solving.
- Respond promptly and sensitively to signs of distress, frustration, or conflict.

Environment & Program

- Structure environments and routines with active supervision, to minimise stress and prevent challenging behaviour.
- Provide long, uninterrupted periods for play and exploration.

- Offer spaces for quiet retreat, sensory regulation, and small-group or individual learning.
- Ensure resources reflect diversity, inclusion, and children's identities.

Guidance Strategies

- Pre-empt potential conflicts through active supervision and early intervention.
- Use positive, respectful language, gestures, and body language when guiding behaviour.
- Support children to negotiate their rights in relation to the rights of others.
- Reinforce positive behaviour, problem-solving, and prosocial skills.
- Respond immediately to aggression, bullying, exclusion, or unsafe behaviour.
- Use **Child Safe language** with children, families, and colleagues throughout the program.

What Educators Will Not Do

In accordance with the National Law, educators will **never** use:

- Corporal punishment
- Isolation or seclusion
- Humiliation, threats, or intimidation
- Practices that shame, frighten, or harm a child
- Any behaviour guidance strategy that compromises a child's safety, dignity, or rights

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

NSW Child Safe Standards

Paramountcy Principle (NSW)

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 on this policy through:

- Pedagogical dialogue
- Staff meetings
- Documentation and analysis of interactions
- Discussions with families
- Committee meetings
- Ongoing review of the Child Safe Standards

Pedagogical documentation will make visible how our practices uphold children's rights, safety, wellbeing, and positive behaviour guidance.

Approved Provider Representative:

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

Role:President.....

Signature:

Date Adopted:20/05/2026.....

REVIEW DATE:20 / 05 / 2028.....

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
20/05/2026	Ashliegh Mitchell	20/05/2028



