

# BERMAGUI PRESCHOOL



## 5.03 Supporting Behaviour Regulation

### Written By

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### Aim

Bermagui Preschool promotes a positive approach to guiding children's behaviour within an environment that is consistent, supportive and safe for all children. We aim to implement policies and procedures that encourage children to co-operate, enhance their self-esteem and encourage their ability to interact with others.

Being sensitive and supportive in helping children develop self-control and learn and practice behaviour regulation is critical to children developing these important life skills.

### Introduction

Learning to regulate feelings and behaviour is an important process for all children. By focusing on each child's strengths and taking a broad view of behaviour regulation, educators can support each child to develop appropriate personal behaviours and social skills. At all times the rights and dignity of the child are respected.

Consistency in the approach to behaviour regulation among families and educators is important to ensure children's sense of security and understanding of these complex processes. Therefore, on enrolment it is important to discuss regulation strategies, both from the family's perspective and Bermagui Preschool's procedures and value the family's input.

By getting to know the child and family and communicating effectively and respectfully, educators can begin to understand the child and how best they can support the child. Consideration needs to be given to varying parenting styles, to the family's cultural or social values and to the age, abilities and temperament of the individual child.

Educators also discuss ways to be pro-active and regulate undesirable behaviours e.g. through the setup of the environment, use of materials and equipment and so on.

### Strategies

#### Consider the context:

When considering positive behaviour regulation strategies and techniques, it is important that educators consider the context of the situation as well as the behaviour itself, in their response to the behaviour. For example;

- Has a particular situation or the play environment created the undesirable behaviour?
- Is the behaviour just 'annoying' or is it really hurting someone?
- What do you think were the child's intentions of the behaviour?
- Is my response to the same behaviour consistent with all children and generally across most situations?
- Am I expecting children to behave in ways that suit my values and beliefs, which may be different to those of families and/or other educators
- Are these realistic expectations of the children in our care?

### Supporting children:

Educators will guide children's behaviour in positive ways by;

- Using attachment theory and circle of security to form positive relationships and respect with each child.
- Treating all children with respect and dignity.
- Focusing on each child's strengths.
- Ensuring that expectations of children's behaviour are individually, culturally and developmentally appropriate to each child and show sensitivity to current home situations
- Using positive words and directions when guiding children towards behaviour regulation.
- Assisting children to recognise their feeling and find ways to express them that are appropriate/acceptable.
- Use simple words and explanations for younger children and help older children find words and reasoning to behaviours, getting down to their level and making eye contact.
- Supporting protective behaviours by helping children use assertive phrases such as "Stop, I don't like that" in appropriate contexts
- Assuring children that at times suggested strategies e.g. for them to try to resolve conflict, may not always 'work' and that if it doesn't work they can come back to educators for further assistance. Present two clear choices and/or present emotional regulation options.
- Talking with children about how their actions affect others and themselves, using language that is positive, clear and developmentally appropriate. Communication tools such as visuals and social stories may be supportive and supported social play and modelling.
- Trusting children and helping them understand and develop simple rules.
- Ensuring that expectations and limits are consistent and clear to children. Limits will be set and children reminded at the beginning of the year, term or as needed.
- Supporting children positively when they are meeting expectations.
- Ensuring that behaviour which is not acceptable is responded to immediately. This may include gently removing a disruptive child from the group without physical force until the child has settled and able to return to the group.
- Helping children to show empathy for children experiencing difficulties and begin to resolve conflicts.
- Providing an environment and daily/weekly plans that are child focused and sage to minimise confrontation and conflict.
- Keeping up-to-date with current trends in positive guidance by participating in professional development and training opportunities.

Educators can be effective role models for children by;

- Interacting with children and other adults in positive ways
- Listening to children so that the appropriate cause of behaviour can be determined and alternatives to undesirable behaviour.
- Modelling desirable behaviours that display trust, respect and empathy.
- Responding calmly and sensitively to children's challenging behaviour.
- Seeking assistance from other staff when they need help so children can also feel confident about asking for help from other children or adults.
- Labelling the desired behaviour, rather than labelling the child or focusing heavily on undesirable behaviours.
- Using guidance and behaviour regulation to encourage individuality and confidence of children and never lowering self-esteem.

**Children will:**

- Be involved in the setting of limits and explanations offered as to why a certain type of behaviour is unacceptable, i.e. the safety of other children and staff.
- Be presented with clear alternatives to help them develop their ability to make decisions and direct themselves.

**Working with families**

Educators will work in partnership with families by;

- Encouraging on-going open communication between them and the child's family.
- Sharing and discussing relevant information about the child to ensure positive guidance is consistent at Bermagui Preschool and at home.
- Being sensitive when discussing concerning behaviours with families.
- Working with families in positive ways and not being critical or judgemental of family practices.
- Clarify and family approaches that may be inconsistent with Bermagui Preschool's procedures and how mutually agreeable goals and strategies can be reached.
- Ensuring families have access to Bermagui Preschool's behaviour guidance procedures and other resources.
- Providing information to families about external supports services and other resources in the community.

**Supporting each other**

Educators can support each other to positively guide children's behaviours by;

- Discussing their own values and beliefs about desirable behaviours in young children and how these can be promoted.
- Helping each other being consistent by monitoring each other's responses to situations
- Stepping in when educators may show signs of frustration or not coping with a child's difficult behaviour
- Sharing information and perspectives on how to best support children to be self-regulated.

**Managing very difficult behaviours**

When a child's difficult behaviour becomes extreme and/or continues to be a cause of concern to educators, in consultation with the family, educators may;

- Ensure confidentiality of the child's situation.
- Discuss the situation at a pedagogy meeting and develop a specific plan of action with clear and consistent and mutually agreed strategies.
- Monitor the plan and evaluate outcomes.
- Consider seeking external intervention support, if needed.

**Note:** At no time should staff use behaviour or language that conflicts with Bermagui Preschool's policies and procedures when supporting children's behaviour regulation. It is unacceptable for educators to use any techniques that may humiliate, frighten or threaten the child. Educators should not use food or rest time as a punishment and should never isolate the child or use and form of verbal, physical or emotional punishment.

**Relevant  
Legislation**

Education and Care Services National Regulations 2011.  
National Quality Standard

**Resources &  
References**

The National Quality Standard (2010).  
Being, Belonging and Becoming: The Early Years Framework for Australia (2009).  
Education and Care Services National Regulations, 2011  
Quality Improvement & Accreditation System – Quality Practices Guide, 2005 (QA 1; P4.2)  
Slee, J (2003) Managing Difficult Behaviour In Young Children. Research in Practice Series (Vol 1 No3) ECA.CCCNSW, Marrickville.  
Guiding Children's Behaviour in Positive Ways. (Stonehouse, NCAC, 2006)  
[www.circleofsecurityinternational.com](http://www.circleofsecurityinternational.com)  
KU Guiding Children's Behaviour Policy 2007

**Relevant  
Documentation****Date Adopted:**

March 2023

**Review Date:**

March 2025