



## Relationships with children

### Positive behaviour Requirement | NQS5



#### Purpose

Is to ensure appropriate responses to children's behaviour from all centre team members who must adhere to the following laws and regulations.

Education and Care Services National Law Act (2010)	Section 166	An approved provider, a nominated supervisor, a staff member or volunteer must ensure that no child being educated and cared for by the service is subjected to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Any form of corporal punishment; or</li> <li><input type="checkbox"/> Any discipline that is unreasonable in the circumstances.</li> </ul>
	Section 167	An approved provider and a nominated supervisor of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause harm.
Education and Care Services National Regulations (2011)	Regulation 155	An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that: <ul style="list-style-type: none"> <li><input type="checkbox"/> encourages children to express themselves and their opinions;</li> <li><input type="checkbox"/> allows children to undertake experiences that develop self-reliance and self-esteem;</li> <li><input type="checkbox"/> always maintains the dignity and rights of each child;</li> <li><input type="checkbox"/> gives each child positive guidance and encouragement toward acceptable behaviour; and</li> <li><input type="checkbox"/> has regard to the family and cultural values, age, and physical and intellectual development; and abilities of each child being educated and cared for by the service.</li> </ul>
	Regulation 156	The approved provider of an education and care service must take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service. <ul style="list-style-type: none"> <li><input type="checkbox"/> For the purposes of sub regulation (1), the approved provider must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.</li> </ul>
	Regulation 168	<ul style="list-style-type: none"> <li><input type="checkbox"/> Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156.</li> </ul>

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To meet this requirement the following expectations must be adhered to in Goodstart centres.

**The Centre Director and Leadership Team lead a positive approach for children's self- regulation and behaviour. They;**

- Create the expectation and provide the support to Educators to work collaboratively together and with families to meet the needs of all children.
- Act as a support and guide to families and educators when accessing and referring children to internal and external specialist support services.

**Family's Role: The Centre Director ensures that families/carers are well informed about how centre staff will support their child's behaviour. Families/Cares;**

- Are acknowledged as having an important and valued role in their child's life.
- Are supported to work collaboratively with their child's centre team to develop positive behaviours.
- Are informed about Goodstart's Positive Behaviour requirement.

**The centre team will consider and apply the following strategies and practices to promote positive behaviours within an enabling and social environment which promotes learning and personal, social and emotional development. They;**

- Create warm, trusting and secure relationships with children and their families.
- Model openness, willingness to listen, respect and care.
- Adopt a positive, strengths-based approach to supporting behaviour to promote personal, social and emotional learning, development and wellbeing.
- Acknowledge and encourage children's prosocial and engaged behaviours.
- Intentionally teach strategies to support children's self- regulation.
- Plan for children's personal, social and emotional development and wellbeing.
- Discuss and develop with children clear, developmentally-appropriate expectations within a group settings.
- Understand that each child is unique and demonstrate differing needs which require an individualised approach to support self- regulation.
- Communicate regularly with families/carers about their child's personal, social and emotional development and celebrate their achievements.
- Respect the expertise, culture, values, beliefs and diverse parenting practices of families, whilst ensuring children are safeguarded.
- Create an enabling environment that supports effective supervision and responsive and proactive intervention.
- Ensure that the educational program supports the participation of all children, empowering them to remain engaged in their learning.
- Ensure routines and transitions are clear, known to children and follow children's natural rhythms; provide children notice of change that scaffolds and supports them through transitions.
- Are attuned when dysregulation occurs, they provide support and co-regulate with the child as needed.
- Acknowledge once a child regulates and is calm, they support them to reflect on how you could help them regulate in the future.

## Responsibilities

This procedure is to be implemented by: Goodstart Centre Staff

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