



P5-01: Behaviour Guidance Policy

The right for children to receive positive guidance and encouragement in a supportive and respectful environment is promoted within Education and Care Services National Regulations. Children learn to face a variety of challenges throughout their lives and through this develop not only self-regulation, but positive dispositions such as resilience and perseverance. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments when interacting with peers and adults.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest, and relaxation.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident, and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from, and help each other.
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.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.



6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parents views are respected	The expertise, culture, values, and beliefs of families are respected, and families share decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP

7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS

S. 162A	Child protection training- each nominated supervisor and each person in day-to-day charge and each family day care coordinator to have completed the child protection training required or under law for this jurisdiction
S. 166	Offence to use inappropriate discipline
S. 167	Offence relating to protection of children from harm and hazards
S. 174	Offence to fail to notify certain information to Regulatory Authority
12	Meaning of serious incident
84	Awareness of child protection law
147	Staff members [records]
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

<p>Early Intervention and Inclusion Policy Educational Program Policy Incident, Injury, Trauma, and Illness Policy Interaction with Children, Family and Staff Policy</p>	<p>Medical Condition Policy Privacy and Confidentiality Policy Enrolment Policy Supervision Policy</p>
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PURPOSE



We aim to create positive relationships with children by helping them to feel safe, secure, and supported within our Service. We will ensure children are treated fairly and equitably and with respect and consistency, as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behaviour and self-regulation is a primary goal for educators and families. This is embedded in fundamental documents including the Early Years Learning Framework V2.0 (EYLF), Education and Care Services National Regulations, and the National Quality Standard (NQS).

SCOPE

This policy applies to children, families, educators, staff, approved provider, nominated supervisor, management, students and visitors of QDPA.

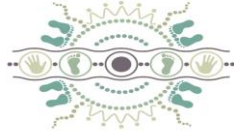
DEFINITIONS

Behaviour guidance- this term is used to reflect current thinking about the most positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour. Using appropriate behaviour guidance, educators aim to support each child regulate their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts.

Cool down- this is an example of appropriate discipline or behaviour guidance. A cool down period is when a child is having a difficult moment, they are encouraged to find a space, near an educator, to 'cool down' and regain self-control. This strategy can be used as an opportunity for educators to support children to regulate their own behaviour. [ACEQA, 2020]

Restraint- in situations where a child becomes a risk to themselves or others, they may need to be physically removed from the situation or physically restrained by an educator to prevent harm to themselves or others. For instance- attempting to scale a fence, running in front of a vehicle. ACECQA advises that children should only be restrained in emergency situations. (ACECQA, 2023, P.2)

Self-regulation- The ability to manage energy states, emotions, behaviour, and attention: the ability to return to a balanced, calm, and constant state of being. Self-regulation is a key factor for mental health, wellbeing, and learning (KidsMatter, Early Childhood, 2014).



Inclusion- considering all children’s social, cultural, and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstance and geographic location) in curriculum decision-making processes. (EYLF, V2.0, 2022)

IMPLEMENTATION

The behaviour and guidance strategies used by staff and educators at our Service are designed to provide children with the opportunity to expand their experiences of life in a productive, safe environment that enables the child’s right to safety, tolerance, self-expression, cultural identity, dignity, and the self-worth.

Educators understand that as children grow and develop, self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others.

We believe in providing clear, consistent guidelines for children’s behaviour as part of a caring and trusting relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three key aspects to promoting positive behaviour:

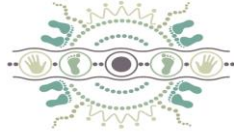
1. Creating a quality learning environment that is positive and supportive and provides developmentally appropriate experiences and resources.
2. Implementing guidance strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations.
3. Employing strategies for guiding children’s behaviour resulting in decreasing undesired behaviours

POSITIVE BEHAVIOUR GUIDANCE STRATEGIES

Guiding children’s behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children to learn appropriate ways of behaving.

All educators and staff of QDPA will role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different genders.

Behaviour guidance strategies implemented within QDPA are appropriate to the child's age and developmental capacity. Children are encouraged to make decisions for themselves and are provided with opportunities for independence and self-regulation. Children are given the opportunity to make choices and experience the



consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else. They are acknowledged when they make positive choices in regulating their behaviour.

Strategies may include using visual cues, prompting, redirection, re-teaching strategies, developing logical consequences, providing a 'cooling down' period and conferences with children. In the instance of adverse behaviour being persistently observed, educators will evaluate their program, room set up, supervision etc. to identify triggers and sources of inappropriate or challenging behaviour. Physically restraining a child will only be used in emergency situations if a child is:

- In a clearly unsafe situation – e.g., attempting to scale a fence or run onto a road.
- Physically threatening other children or adults
- Behaving in ways that are destructive to themselves, other people, or the environment. [ACECQA, 2020]

Regular routines and consistency in implementing behaviour guidance strategies are critical to support children's wellbeing and promote children's agency. All staff implement an active and positive approach to guiding children's behaviour within QDPA.

INAPPROPRIATE DISCIPLINE

Any form of corporal punishment, or any discipline that is unreasonable or inappropriate is not permitted at any time when children are being educated and cared for by an education and care service. Staff are made aware of interactions and practices with children that are classified as unreasonable or inappropriate discipline.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and procedure
- all new employees, students and volunteers are provided with a copy of this policy as part of their induction process
- families are aware of this *Behaviour Guidance Policy*
- no child being educated and cared for by the Service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances (S.166 National Law).
- every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury.



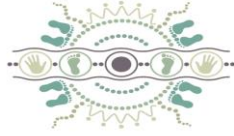
- each nominated supervisor and person in day-to-day charge of the service has completed child protection training (Section 162A of the National Law)
- staff records include evidence of the approved training completed by staff members (Reg.147)
- connections are built between our preschools and local primary schools to support positive learning environments during transitions to school
- behaviour guidance does not involve making judgements about children or their families.
- information is gathered from families about their children’s social skills, relationship preferences, family and cultural values which will be recorded in the child’s individual file.
- educators use this information to engage children in experiences that support children to develop and practice their social and decision-making skills.
- positive and respectful relationships with children are established and maintained.
- children are empowered to use language and other forms of non-hurtful communication to communicate their emotions.
- positive, empathetic relationships are promoted between children assisting them to develop respectful relationships.
- the dignity and rights of each child are maintained at all times.
- positive and inclusive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour.
- general information about behaviour guidance is provided to families through parent interviews and newsletters.
- a partnership is developed with other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child’s file.
- excessive or challenging behaviour is managed and communicated with families.
- strategies are implemented to re-direct a child who may be causing or about to cause harm to himself or herself, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching, or hitting, or being disruptive. Redirection may also include an incident where a child places him/herself in a dangerous situation, for example, climbing a fence or hiding in a potentially dangerous position. Safety is a priority, and this may mean using physical re-direction in which an educator will actually remove the child from the harmful situation if required. It may be necessary to remove other children from the area while the child calms down.
- families are notified and the incident/behaviour is addressed sensitively. In an instance where a child or children's safety has been jeopardised, parents are required to sign the and *Incident Report*



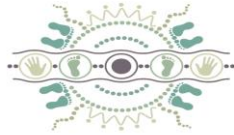
- should the behaviour continue, the child's behaviour is observed and carefully documented. Additional information is collated related to the context and behaviour guidance strategies implemented.
- a meeting with the child's parents/carers and educator may be arranged to discuss any behaviours or concerns that have been observed. A *Collaborative Support Plan* and *Behaviour Continuum Plan* may be developed in consultation with families and other health professionals as required.
- families and professional agencies are consulted to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- An Individual Education Plan (IEP) is developed and guided by local support agencies as required for individual children.
- The IEP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan.
- *Collaborative Support Plans, Behaviour Continuum Plans, and IEPs* are to be reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan in consultation with the child's family.
- application for additional support for educators to build their capacity and capabilities to include children with additional needs will be made as required.
- professional development is provided for educators to be informed, trained, and supervised to implement the *Collaborative Support Plans* and *Behaviour Continuum Plans*, ensuring that information is composed and recorded for reflection on its effectiveness for the individual room, group of children or individuals.
- notification is made to the regulatory authority within the legislated time frames of any circumstance that poses a risk to the health, safety and wellbeing of a child or children, or of any complaint alleging that a serious incident has occurred at the Service.
- notification is made to the regulatory authority and to the children's commissioner, child protection agencies or the police of any incident of inappropriate discipline.

EDUCATORS WILL:

- encourage and support each child's social and emotional development, striving to develop children's self-regulation and an understanding of the feelings of others.
- actively work with younger children to promote and role-model positive ways to interact with others.
- teach behavioural expectations.
- support appropriate behaviour- visual cues, prompting, positive verbal feedback and quality learning environments.
- provide children with positive guidance and encouragement toward acceptable behaviour.
- promote children's initiative and agency.



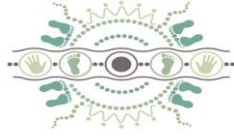
- actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others
- at all times provide positive role-modelling in their dealings with children, other educators and staff, and families.
- discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines.
- guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.
- talk calmly with children about the consequence of their actions, and the reason for rules.
- use corrective consequences- prompt, redirect, re-teach, provide choice, logical consequence, conference with child and educator.
- provide positive feedback and focus on children's strengths and achievements and build on their abilities.
- take into consideration the child's past experiences as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence.
- be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour.
- provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged with
- ensure there are sufficient materials and equipment for individual, small, and large group activities.
- set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests.
- adapt a positive approach, excluding cruel, harsh, humiliating, or demeaning actions or words.
- commit to professional development and keep up to date with industry information regarding behaviour guidance strategies.
- support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules.
- provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns.



- encourage children to listen to other people's ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations.
- listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions.
- guide children to remove themselves from situations where they are experiencing frustration, anger, or fear.
- support children to negotiate their rights and rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity.
- learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills.
- use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them.
- remain calm, respectful, and tolerant as they encourage children who are strongly expressing distress, frustration, or anger.
- guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour.
- implement '*time with*' or '*cool down time*' with an educator, which will be used when all other strategies (above) have been exhausted. '*Time with*' or '*cool down time*' allows educators to offer reassurance and support so the child can settle and regain self-control, develop some self-calming behaviours, and gain composure. Once calm, educators can assist the child to identify what happened, reflect on their actions, and consider how they may have done something differently. '*Time with*' or '*cool down time*' will always occur under the supervision of other educators.
- contribute to and ensure Support Plans are followed in consultation with QDPA's policies and procedures.

FAMILIES WILL:

- provide consent for the Service to consult with professional agencies to assist with implementing an Individual Education Plan (IEP), Collaborative Support Plan and/or Behaviour Continuum Plan for their child if required.
- work collaboratively with educators and professional agencies when required in order to develop a broader understanding of the child's developmental level and share any recent events which may be influencing the child's behaviour
- consult with the QDPA Early Intervention Co-ordinator for a submission in the Disability and Inclusion Program funding



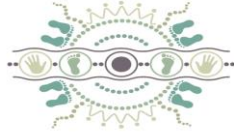
- work in partnership with educators and health professionals in the development of an Individual Education Plan (IEP), Collaborative Support Plan and/or Behaviour Continuum Plan to assist with the identification of challenging behaviour, the development of supportive strategies and the review of strategies implemented within these plans as required.
- create consistency in behaviour guidance strategies used at the preschool and at home.

EDUCATORS WILL NOT:

- Force-feed a child.
- Yell at, belittle a child or humiliate a child.
- Physically drag a child
- Lock children away (or isolate them)
- Deprive a child of food or drink.
- Unreasonably restrain a child
- Exclude children from events or activities.
- Consistently move children to the office or other space away from the play areas
- Move children to another room as punishment.
- Verbally or physically threaten a child.
- Negatively label the child or family
- Criticise a child's actions or behaviours.
- Discourage a child from taking part in activities.
- Make fun of or laugh at or about a child.
- Use sarcastic or cruel humour with or to a child.
- Excessively use of negative language to a child, such as, "no" "stop that!" "don't..." "you never..."

CHILDREN WILL:

- know they are valued, respected and that they can have their opinions heard by a supportive adult.
- be supported by an educator providing acceptable alternative behaviours when challenging behaviour occurs.
- learn to respect the rights and needs of others by anticipating the result and consequences of their behaviour appropriate to their age and to their developmental stage.
- be given positive guidance towards understanding the difference between acceptable behaviour and unacceptable behaviour looks, feels, and sounds like in the early learning setting.



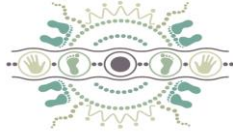
- gradually develop an understanding of their actions and how their behaviour impacts on others.
- be encouraged to use their words rather than actions to resolve conflicts.
- build on strengthening their communication skills through:
 - greeting others when they arrive and depart from preschool
 - sharing resources
 - assisting when it is time to pack away the indoor and outdoor environment
 - using manners such as 'please' and 'thank-you'.
- learn to wait for their turn for an appropriate period of time- this will depend on age and development level.
- learn about the feelings of others throughout the curriculum to assist children to understand the consequences of their actions.
- be encouraged to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.

CONTINUED BEHAVIOUR OR RISK TO EDUCATORS AND/OR CHILDREN:

If inappropriate and dangerous behaviours continue, Educators and the Nominated Supervisor will work with the family to revise plans to ensure that consistent and appropriate strategies are used by all parties. Communication will be documented using a variety of techniques (Timelines, ABC forms and frequency charts) for all parties and a follow up on the plan will occur with family regularly. These strategies and agreed approaches will be documented using a *Collaborative Support Plan* and *Behaviour Continuum Plan*. Confidentiality and privacy of the child and family will be maintained at all times. These plans will be revisited regularly as more strategies are explored to support the behaviours.

Complex and unsafe behaviours that are severe, of high frequency or extended duration, or are unsafe for a child or those around them require intensive and individualised interventions in addition to targeted and universal strategies. It is for this reason that the referral to professionals (such as behavioural psychologists or support agencies) may be recommended to the family by QDPA. If families are requested by QDPA to seek this professional support, it is a requirement of the child's continuing enrolment that such support be accessed by families to ensure the wellbeing of the child, Educators, and other enrolled children.

If continued behaviour of a dangerous or high-risk nature continues, the Nominated Supervisor will consider, in collaboration with the Executive Officer, to explore the option of reduced hours of attendance or alteration to days of attendance. These strategies are one way of allowing educators to work on further strategies with the child's behaviour whilst with a more positive experience for the child and to also provide a safe environment for the group as a whole.



The nature of the response to behaviours of this nature by QDPA will be equitable and reflect the child's needs and what is required to support positive and respectful behaviour in future. Strategies and interventions to support children's positive behaviour development reflects the QDPA's commitment to safe inclusion for all children.

Exclusionary responses are used as a last resort or when risk to educators and other children is deemed to be too high and previous strategies (such as reduced hours of attendance or modified days of attendance) have not proven successful.

Certain approaches to children's ongoing behaviour support plans are only implemented where possible and when endorsed by the therapist or specialist involved i.e., the removal of the child in cases of undesired behaviour.

Discussions about exposure to overwhelming triggers (for example, on excursion) may require the parent to attend as the child's direct supervisor etc. Should this be required, discussions will be held with family and documented within the Collaborative Support Plan.

QDPA will access available funding, with family consent, to assist to support children that may have high learning support needs on an ongoing basis.

SOURCE:

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Australian Children's Education & Care Quality Authority. *Inappropriate discipline*. (2020). www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0](#).

Australian Government Department of Education. Inclusion Support Program

<https://www.education.gov.au/child-care-package/inclusion-support-program>

Department of Education NSW Positive Behaviour for Learning (PBL) Early Childhood

<https://pbl.schools.nsw.gov.au/resources/early-childhood.html>

Communities and Justice. (2022). <https://www.facs.nsw.gov.au/families>

Early Childhood Australia's Blog (2018). *What every child needs for learning self-regulation* Kids Matter Early Childhood.

Early Childhood Australia Code of Ethics. (2016).

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Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. Australia: Allen & Unwin.

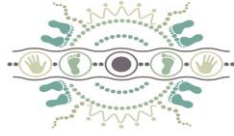
Raising Children Network. (2019) *What is self-regulation?*

<https://raisingchildren.net.au/toddlers/behaviour/understanding-behaviour/self-regulation>

Victorian Government. [Strategies supporting children's behaviour in early childhood services.](#)

REVIEW

Version Control	Date	Author	Description of Change
1.0	1999	QDPA	Original document
2.0	2002	QDPA	Scheduled review and update
3.0	2004	QDPA	Scheduled review and update
4.0	2006	QDPA	Scheduled review and update
5.0	2008	QDPA	Scheduled review and update
6.0	2010	QDPA	Scheduled review and update
7.0	2012	QDPA	Scheduled review and update
8.0	2014	QDPA	Scheduled review and update
9.0	2015	QDPA	Scheduled review and update
10.0	May 2021	QDPA	<ul style="list-style-type: none"> Document reviewed with change in leadership team in 2021. Version control and description box added to clarify reviewed items/new inclusions. Format change to include policy statement, purpose, scope and implementation, addition of footers and page numbering and general layout changes. Clarification about what Educators will and will not do to guide behaviour incorporated. Process regarding continued behaviour /Risk to Educators and/or children incorporated.
11.0	May 2022	QDPA	Scheduled Review <ul style="list-style-type: none"> Minor corrections to language made. Sources checked for accuracy.
12.0	September 2023	QDPA	Scheduled Review <ul style="list-style-type: none"> annual policy maintenance additional regulations added. restraint information added. hyperlinks checked and repaired as required.
13.0	January 2025	QDPA	<ul style="list-style-type: none"> annual policy maintenance additional section added 'inappropriate discipline' sources checked for currency and repaired as required additional information regarding continued high risk behaviours



Queanbeyan and District
Preschool Association