



Guiding Children’s Behaviours Policy

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Policy Statement

Our Child Australia Services are committed to:

- Promoting positive behaviour that enhances children’s learning and relationships.
- Supporting the emotional and psychological safety of children and staff.
- Providing guidance in line with each child’s developmental stage.
- Collaborating with families, allied health professionals, and external agencies when required.
- Ensuring a trauma-informed and inclusive approach to behaviour guidance.

This policy upholds our commitment to child safety, psychological safety, and workplace health and safety (WHS).

Rationale

Guiding Children’s Behaviour Policy has been developed to ensure that our service provides a secure, nurturing, and stimulating environment where all children can thrive. Our approach to behaviour guidance is grounded in an understanding that children’s behaviours are influenced by multiple factors, including developmental stages, emotional needs, social influences, and environmental contexts. By promoting positive behaviour and supporting self-regulation, we aim to empower children with the skills they need to interact respectfully, resolve conflicts, and develop healthy emotional regulation strategies.

We recognise that children learn best in environments where they feel safe, respected, and valued. This policy supports the emotional and psychological wellbeing of all children, educators, and families, aligning with best practice frameworks and legal obligations, including the Child Safe Standards and Work Health and Safety (WHS) guidelines. By working in partnership with families, allied health professionals, and external agencies, we strive to provide individualised support for children who may face challenges in behaviour and social engagement.

The rationale for this policy is also driven by the need to:



- **Foster inclusivity and respect** by setting clear expectations for acceptable behaviour that promote cooperation and understanding among children.
- **Ensure safety for all** by preventing behaviours that could cause physical or emotional harm to children or staff.
- **Support emotional and psychological health**, recognizing that challenging behaviours may sometimes reflect underlying emotional, developmental, or environmental factors.
- **Develop a consistent approach** across all age groups and settings (Baby, Toddler, Kindergarten, and OSHC), with clear expectations and support strategies that evolve with the child's development.

Responsibility

Educators and Staff

- **Implement Behaviour Guidance Strategies:** Educators are responsible for applying the behaviour guidance strategies outlined in this policy, using positive reinforcement, clear limits, and consistent redirection to support children in developing self-regulation and pro-social behaviours.
- **Build Positive Relationships:** Establishing trusting, respectful, and secure relationships with children, educators will model respectful interactions, empathy, and conflict-resolution strategies.
- **Support Individual Needs:** Recognizing the diverse needs of children, educators must adjust their approach to behaviour guidance to suit each child's developmental stage, temperament, and any additional needs or challenges.
- **Collaborate with Families and Allied Health Professionals:** Educators must work collaboratively with families to address any behaviour concerns and engage external professionals as needed to develop individualised support plans for children requiring additional help.
- **Maintain a Safe Environment:** Educators are responsible for ensuring that the environment is physically and emotionally safe, free from behaviours that could cause harm or distress to children or staff.
- **Document and Report Behaviour Incidents:** Educators must accurately document incidents of behaviour, categorize them as minor, moderate, or major, and follow the service's protocols for reporting and addressing these behaviours.



Service Leadership (Nominated Supervisors, Service Managers, Assistant Service Managers Educational Leaders Responsible Persons)

- **Ensure Policy Implementation:** It is the responsibility of the leadership team to ensure that this policy is implemented consistently across the service, including regular training, updates, and supervision of staff to ensure best practices in behaviour guidance.
- **Oversee Family Engagement:** Leadership must facilitate open, ongoing communication with families regarding their child's behaviour and needs. They will also ensure that parents are informed about the expectations and procedures related to behaviour at the service.
- **Review and Update Policies:** Regularly review the effectiveness of the policy and its implementation, adjusting based on feedback from staff, families, and external experts, ensuring that the service's approach to behaviour guidance remains responsive to the needs of children.
- **Support Inclusion and Safety Plans:** Leadership is responsible for supporting the development and implementation of individualised Safety Plans and Inclusion Support Plans, particularly for children who may experience challenges in behaviour.
- **Ensure Compliance with WHS and Child Safe Standards:** Ensure that all staff are trained in child safety, trauma-informed practices, and WHS policies to mitigate psychological hazards and create a safe environment for children and staff.

Families and Guardians

- **Engage in the Policy Process:** Families are encouraged to collaborate with the service in developing and supporting their child's behaviour guidance plan, including sharing any relevant background information that may assist in understanding the child's needs.
- **Promote Positive Behaviour at Home:** Families should reinforce the behaviour expectations set by the service at home, providing consistency for their child and supporting the service in promoting positive behaviour.
- **Support Inclusion Plans:** Families must be open to engaging with the service's inclusion support strategies, including signing consent forms for professional assessments or inclusion support officers when necessary.



- **Communicate Concerns:** Families should communicate any concerns regarding their child's behaviour or wellbeing promptly to the service to ensure that the child's needs are addressed in a timely and effective manner.

Allied Health Professionals (if applicable)

- **Provide Expert Guidance:** When a child's behaviour is related to additional needs or challenges, allied health professionals will provide expert recommendations and support strategies that can be incorporated into the child's behaviour plan.
- **Collaborate with the Service and Family:** Allied health professionals will work closely with the service and the child's family to monitor progress, adjust interventions, and ensure that the child's development is supported in a holistic manner, and Staff are supported with tools and training.

Procedures

Developmental Expectations and Behaviour Guidance

Babies (0–2 years):

- **Expected Behaviours:** Babbling, gesturing, exploring through touch and mouthing.
- **Guidance Approach:** Gentle redirection, verbal encouragement, and nurturing responses to emotional needs.
- **Unacceptable Behaviours:** Harmful physical actions such as biting. Educators will intervene promptly and provide safe alternatives.

Toddlers (2–3 years):

- **Expected Behaviours:** Assertion of independence, frequent emotional outbursts, and emerging social skills.
- **Guidance Approach:** Clear and consistent boundaries, role modelling, and opportunities to practice self-regulation.
- **Unacceptable Behaviours:** Aggressive actions (hitting, biting). Support strategies will include calming techniques and teaching appropriate communication.

Kindergarten (3–5 years):

- **Expected Behaviours:** Increased sharing, cooperation, and ability to follow rules.
- **Guidance Approach:** Collaborative rule-setting, problem-solving discussions, and acknowledgment of positive behaviours.



- **Unacceptable Behaviours:** Persistent exclusion of others or disrespectful language. Educators will use restorative practices to encourage empathy and repair relationships.

OSHC (Over School Hours Care, 5–12 years):

- **Expected Behaviours:** Advanced social interactions, understanding of consequences, and independent conflict resolution.
- **Guidance Approach:** Empowering children to take responsibility, providing opportunities for leadership, and fostering collaboration.
- **Unacceptable Behaviours:** Bullying, physical aggression, or unsafe actions that pose risks. Structured interventions and family engagement will be initiated.

Behaviour Not Tolerated

Behaviours that cause harm or trauma to children, staff, or the community, such as:

- Persistent aggression or physical violence.
- Bullying or discriminatory actions.
- Intentional destruction of property or the environment.

These actions are deemed psychological hazards and violate our child-safe and WHS policies.

Support and Intervention Plan

When behaviours pose risks to safety or inclusion:

Collaboration with Families:

- Meet with families to discuss observations and concerns.
- Develop individualised Behavioural Management Plans in consultation with the family.

Allied Health Engagement:

- Obtain parental consent to involve allied health professionals (e.g., psychologists, occupational therapists)
- Incorporate recommendations into strategies to support the child and foster inclusiveness.



Safety Plans:

- Develop and implement a Safety Plan to pre-empt triggers and manage incidents effectively.
- Regularly review and update plans with families and specialists.

2. Exclusion Protocols:

- For repeated or severe behaviour incidents, temporary or permanent exclusion may be considered as a last resort to safeguard all.

Psychological and Workplace Safety

The service acknowledges the emotional toll challenging behaviours may have on children, educators, and families. Strategies to mitigate psychological risks include:

- Providing professional development and trauma-informed care training for staff.
- Offering access to mental health resources for educators and families.
- Maintaining open communication and supportive leadership to address workplace hazards.

Promoting Positive Behaviour

Our educators will:

- Model respectful and inclusive behaviour.
- Provide consistent, age-appropriate guidance tailored to individual needs.
- Acknowledge and celebrate children's strengths and achievements.
- Support children to self-regulate, resolve conflicts peacefully, and build empathy.

Behaviour Reporting and Record Keeping

All incidents will be documented and categorized (minor, moderate, or major) to ensure a clear response framework:

- **Minor:** Managed within the classroom through redirection or discussion.
- **Moderate:** Requires a safety plan or removal from group activity for reflection.
- **Major:** May necessitate external consultation or exclusion to maintain safety.



- **Crisis:** A child or staff member has had to seek urgent medical attention due to physical injury. Exclusion will apply until safety for others can be verified as an ongoing behaviour.

Inclusion and Continuous Improvement

The service priorities inclusivity, seeking to understand each child's unique needs. We will engage in continuous improvement by:

- Regularly reviewing behaviour guidance practices.
- Updating policies in consultation with families and professionals.
- Aligning with the latest research and best practices in child development and trauma-informed care.

Related Documents and Forms

Annex

Q2 Forms Children's Health and Safety

Behavioural Management Plan

Reference

Australian Children's Education & Care Quality Authority (ACECQA). (2018). *National Quality Standard*.

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Safe Work Australia. (2022). *Work Health and Safety (WHS) Act*. Available at: <https://www.safeworkaustralia.gov.au/>

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