BEHAVIOUR GUIDANCE POLICY

AIM

Behaviour guidance practices are developmentally appropriate, trauma-informed, and culturally responsive, supporting inclusion and equity.

Behaviour guidance practices support the safe inclusion of all children to the fullest extent possible, while maintaining the physical and psychological safety of children, educators and others.

To ensure children have the opportunity to expand their experiences of life in a safe environment that allows individuals the right to self-expression, dignity, cultural identity as well as equity. To ensure children have opportunities to develop empathy, self-regulation, social competence, and a positive sense of belonging, in a manner that is developmentally appropriate and culturally responsive.

Leadership will:

- Implement the DfE Behaviour support policy
- Implement the Early Years Learning Framework in our behaviour guidance practices
- Ensure staff are aware that children's behaviour is a purposeful form of communication. Children's capacity to choose appropriate behaviour is influenced by their developmental ability, temperament, interactions and life experiences; this will be kept in mind when developing curriculum and policies.
- Support continuity of behaviour support during transitions by sharing relevant information about effective strategies with the child's new education or care service, with appropriate consent and in accordance with privacy and information-sharing requirements.
- Regularly review and analyse behaviour and incident data to identify patterns, evaluate the effectiveness of strategies and inform curriculum, environmental and service-level improvements.
- Manage the Centre with the belief that all children have the right to safe, secure and trusting relationships with primary caregivers that foster wellbeing and support the development of positive behaviours. This, in turn, will foster the development of positive relationships with peers and adults.
- Manage staff contracts and rostering in accordance with the primary caregiving policy and at above regulation adult to child ratios wherever possible.
- Ensure staff contracts include flexibility to move staff across spaces as relationship and behaviour guidance requires to ensure safety and supervision in the event of unexpected staff absences.
- Provide training in core frameworks that support understanding and management of big emotions (Circle of Security, Marte Meo).
- Support staff in following practices outlined in Protective Practices for Staff in their interactions with children and young people.
- Communicate with services and families to not bring children into childcare or Preschool on days they have access visits and arrange alternate sessions. This is to support children to manage their emotions before/after visits and supports educator's psychological wellbeing.

Team Leaders will:

- Ensure educators are aware of and implementing this policy within the room.
- Ensure their team works together and communicates strategies to deliver responsive behaviour guidance techniques.
- Review individual behaviour support plans every 6 months, or sooner if required, to ensure effective support and regulatory compliance.

Educators will:

- Commit to safeguarding every child's self-esteem, emotional security, and dignity.

- Provide empathic, confidential processes for sharing planning and goal setting with families in regard to their child's learning and well-being.
- Ensure children are able to express their feelings and be supported to develop positive relationships with peers and adults.
- Use the least exclusionary methods available to prevent, reduce or redirect behaviours of concern, with exclusionary responses only considered where safety cannot reasonably be achieved through another response.
- Recognise that behaviour occurs across a continuum and distinguish developmentally appropriate behaviour from behaviours of concern requiring targeted or individualised intervention.
- Ensure behaviour responses are equitable and responsive to each child's individual needs. Consistent practice does not require every child to receive the same response.
- Consult with families and relevant professionals to identify, implement and monitor reasonable adjustments for children with disability or additional needs, including adjustments to the environment, communication, pedagogy, curriculum and behaviour support.
- Support children to be physically and psychologically safe when preventing and responding to behaviours of concern.
- Plan for and provide an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.
- Support children to engage appropriately and at depth with experiences by playing alongside them, demonstrating and facilitating appropriate engagement and behaviour.
- Provide quiet as well as active play spaces to support emotional self-regulation.
- Provide an enriching and engaging program, with a balance of quiet and active experiences that enable each child to experience success and gives opportunities to express feelings through sensory and other forms of play.
- Demonstrate empathy and sensitivity to each child, being mindful of the variety of factors that influence behaviour.
- Plan enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Value children as individuals within their family and cultural context.
- Encourage open two-way communication with families to ensure that each child's rights are met.
- Inform families about the behaviour guidance policy upon enrolment and seeking information from families about the behaviour guidance strategies used at home.
- When informing families of an incident or injury, will not name the child who caused injury to avoid placing blame or lead to the child being labelled or punished by outside parties.
- Notice and acknowledge appropriate behavioural responses by children.
- Ensure that limits set are reasonable and understood by all children and adults
- Interact positively, using positive language and acknowledge and model respectful behaviour, problem solving, negotiation and conflict resolution.
- Involve children in goal setting, developing group norms and the development of behavioural expectations and consequences where developmentally possible.
- Engage in intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible
- Use reflective practices throughout the day to assess the environment, how children are engaging with the experiences on offer and the curriculum.

- Reflect on environmental, routine, and adult interaction factors to identify triggers and preventative strategies following incidents.
- Continually develop their knowledge and understanding of child development and behaviours through further study, training and reading current education theorists.
- Ensure behavioural expectations are explicit and take into consideration children's culture, age, and stage of development, life experiences and the context of the setting.
- Support children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Use Restorative Justice practices to support children to empathise with others and restore relationships
- Assess individual children's learning and development, reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
- Plan, implement, monitor and review individual behaviour plans in partnership with families and support services.
- Withdraw children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time
- Offer children clear alternatives where possible to help them develop the ability to make decisions and direct themselves independently**.**
- Support children's understanding and management of their feelings by naming them.
- Develop a plan to support children when a child is consistently displaying behaviours that risk the safety of themselves, staff and/or other children (swearing, hitting, biting, kicking, verbal abuse, any self-harming behaviours). This plan should:
    - Be based on and include ABC charts and observations;
    - Be based on evidence that the displayed behaviour is inappropriate;
    - Be observed and documented over a period of time that suggests a pattern is emerging;
    - Include behaviours of concern that occur consistently;
    - Include behaviours of concern that occur with consistent triggers;
    - Identify that the behaviour could possibly harm another child or adult;
    - Define the context within which the behaviour occurs;
    - Include discussions with Family Practitioner or appropriate linked service;
    - Reflect a collaborative approach with child's family defining clear strategies for staff and parents;
    - Include consultation with appropriate agencies where required and;
    - Include a process of evaluation and review.
- Identify the context of unsafe behaviour. For example, if a child is displaying signs of tiredness at lunch, and then begins to hit other children, it may be that the behaviour of concern does not require a behaviour guidance management plan but rather a review of the child's daily routine to ensure basic needs for rest and sleep are being appropriately met (i.e. preparing the child's lunch and settling for sleep earlier).
- Not force children to say 'sorry' to another child or staff member. Instead, educators will assist children in developing empathy by telling them how the other person feels and why they have reacted the way they did ("Jack didn't like when you hit him. It made him feel sad because it hurt.") This will support children to feel genuinely sorry which can then be voiced. Educators will involve the children in assisting people affected by their behaviour e.g. getting a bandaid/first aid supplies, picking up any resources dropped or thrown etc.
- Provide appropriate supervision of children and their interactions, in order to ensure they are safe. Staff must not use isolation, 'time out', corporal punishment, humiliation, or any practice that harms a child's dignity as strategies for guiding behaviour (Reg 156).
- Use proactive strategies, such as visual supports, social stories, and routines, to prevent challenging behaviours, and collaborate with allied professionals (e.g., psychologists, speech therapists, behaviour support specialists) when required.

- Report all serious incidents to the Regulatory Authority within 24 hours (Regs 12, 174, 175) and maintain accurate ABC charts and behaviour tracking documentation for compliance and reflection

Families will:

- Be encouraged to discuss any concerns about their child's behaviour with their child's primary caregiver.
- Families may be contacted to collect their child where behaviour presents an immediate or ongoing risk to the physical or psychological safety of the child or others, and safety cannot reasonably be maintained through available supports, reasonable adjustments or other less exclusionary strategies. Any decision will consider the individual child's needs, circumstances and right to safe inclusion.
- Be involved in the development of support plans for their child and be consulted during review processes.
- Work in partnership with educators to implement behaviour support strategies consistently between home and the Centre.
- Be informed of the Centre's obligations under DfE and regulatory requirements, including reporting serious incidents.

The aims of this policy are achieved when:

- Children and adults experience a happy and safe environment.
- Children demonstrate a positive sense of self and explore their environment in a safe and confident manner at an age-appropriate level.
- Children demonstrate respect for each other's feelings, safety and belongings at an age-appropriate level.
- The behaviour guidance policy will be reviewed annually or when legislative or DfE guidance changes. Clear escalation pathways are established for ongoing high-risk behaviours, involving leadership, families, and support services.
- Behaviour tracking documentation, ABC charts, and incident records will be securely stored and accessible only to authorised personnel, ensuring confidentiality and compliance with regulatory requirements.

Links to National Quality Standards:

Quality Area 2: Children's Health and Safety

2.2.1 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: 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.

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 REGULATIONS	
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
174	Time to notify certain circumstances to Regulatory Authority
175	Prescribed information to be notified to Regulatory Authority

Implemented: August 2013 **Reviewed:** September 2026 **Next Review:** September 2027

Resources:

- Preschool support programs for children with disabilities or additional needs including Preschool Speech and Language programs (SLP's) and the inclusive preschool programs placement procedure.
- Inclusive Education Support program (IESP)
- Specialised education options for children and students with disability placement procedure
- Curriculum and teaching
- Strategies for managing abuse related trauma (SMART) training
- Perspectives on pedagogy and the Early Years Learning Framework
- Early Years curriculum framework and educators guide
- Above and Beyond Quality: Demonstrating 3 Exceeding themes for exceeding quality standard
- Assessment and planning cycle
- *Childcare Centre Desktop*

ABC Recording Sheet

(copy to use as many boxes as needed)

DATE/TIME	PRE-CONDITION OR TRIGGER (What happened before the behaviour?)	BEHAVIOUR OBSERVED (What did you see and hear?)	ACTION TAKEN (Describe what you did and for how long)
Date:	Where were you and child?	What did they do?	What did you do?
Start Time:	What were they doing before the behaviour?		
End Time:	What were you doing/saying before the behaviour?	What did they say?	What did you say?
Date:	Where were you and child?	What did they do?	What did you do?
Start Time:	What were they doing before the behaviour?		
End Time:	What were you doing/saying before the behaviour?	What did they say?	What did you say?