

Children Services Behaviour Guidance Policy

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Purpose

To outline Greater Hume Children Services standards for acceptable behaviours of children enrolled in our Services. Staff and Educators will ensure a focus on the relationships and interactions with children being responsive, respectful and promote Children's sense of security and belonging. 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 (EYLF), Education and Care Services National Regulations, the National Quality Standard (NQS) and Child Safe Standards.

Scope

This policy applies to children, families, primary care giver, approved provider, nominated supervisor, staff, educators and managers of the service.

Definitions

Nominated Supervisor	The Nominated Supervisor will act as the person with responsibility for the day to day management of the approved service. Ensuring that the service is operated in compliance with the Education and Care Services National Law, the National Regulations and the National Quality Standard. Assisting with communication between the Approved Provider and the regulatory authority.
Approved Provider	Legal entity with ultimate legal responsibility for a childcare service. This may be a company, partnership or an individual. For the purpose of this policy Greater Hume Council is the Approved Provider.
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.
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.
Inclusion	Taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstance and geographic location) in curriculum decision-making processes. Where appropriate an Inclusion Support Educator may be engaged to support the child.

Policy Content

Children develop self-regulation, resilience, and perseverance by learning to navigate various challenges and understanding acceptable versus unacceptable behaviour. They have the right to positive guidance and encouragement in a respectful environment, as supported by Education and Care Services National Regulations.

Our approach includes:

1. **Creating a Supportive Environment:** Offering a positive, developmentally appropriate learning space.
2. **Guidance Strategies:** Using age-appropriate methods to build skills and reinforce positive behaviour.
3. **Behaviour Management:** Implementing strategies to reduce undesired behaviours.

Children are encouraged to make choices and understand their consequences, provided there is no risk of harm. Acknowledgement of positive behaviour is emphasised.

Strategies for Promoting Positive Behaviour:

- Visual cues
- Prompting
- Redirection
- Re-teaching
- Logical consequences
- Cooling down periods and discussions
- Regular updates to the learning environment

Responsibilities

Effective behaviour management starts with acceptance, sensitivity, and respect, combined with consistency and understanding of age-appropriate behaviours. Recognising each child's individuality, including their needs, interests, and background. Interactions should make everyone feel valued and respected, considering diverse backgrounds and communication skills.

Children (consider age appropriateness) are encouraged to:

- respect the service / home and the equipment
- respect other children, educators, families and visitors by considering their feelings, needs and individual interests
- support others
- follow service expectations and instructions given by educators
- develop self-regulation by accepting responsibility and consequences for their own behaviour
- talk to educators or their family and express any concerns they may have.

Families are encouraged to:

- work collaboratively with the Service 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
- work in partnership with the Service and health professionals in the development of a behaviour guidance plan or Individual Learning Plan to assist with the identification of challenging behaviour, the development of supportive strategies and the review of strategies implemented within a behaviour guidance plan where required
- regularly attend meetings with the Service to develop and support the child
- communicate with children and staff at all times in a respectful and positive manner
- create consistency in behaviour guidance strategies used at the service and at home

- demonstrate respect towards our staff when contacted to discuss care related matters such as collecting a child due to illness, requesting a child be kept home for the day due to staff shortages, discussion of fees or care arrangements.

Services are required to:

- communicate with children and families at all times in a respectful and positive manner
- develop a consistent approach with families in managing the child's behaviour
- provide information to families about external support services and other resources in the community
- ensure that expectations and limits are consistent and clear to children
- consistently record child interactions (both positive and negative)
- maintain confidentiality when dealing with behaviour management
- work in partnership with families to develop and implement consistent strategies
- develop and implement individual learning plans as required
- participate in behaviour training/professional development as required
- develop partnerships 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
- 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 Office of Children's Guardian or the police of any incident of inappropriate discipline.
- a Strategic Inclusion Plan (SIP) is developed and guided by local support agencies as required for individual rooms or groups of children
- Individual Learning Plans are developed for individual children as required which educators will add to and update regularly.

Unacceptable behaviour

The following behaviours are considered unacceptable:

- Verbal and/or physical behaviours against a child, educator or any other person in the service.
- Swearing, spitting, biting, vandalism or theft of property which belongs to the service or other children.
- Ignoring or disobeying instructions or requests given by educators, speaking rudely or answering back.
- Throwing equipment/resources at other children, educators and/or around the room.
- Bullying, including verbal, physical, social, psychological, or cyberbullying, is unacceptable and may target children, parents, or caregivers based on perceived differences such as culture, gender, ability, religion, appearance, or being new to the service.
- Behaviours that are displayed that are of a sexual or inappropriate nature.
- Repeated disregard for Greater Hume Children Services policies and procedures.

Strategies are implemented to re-direct a child who may be causing or about to cause harm to themselves, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive.

Safety is a priority, and this may mean using physical re-direction in which an educator will 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. Where a child is a danger to themselves or others as a result of behaviour the child may be re-directed to an alternate safe space where they are supervised until the parent or guardian is able to collect the child.

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.

Reporting and Documentation

Greater Hume Children Services is required to keep appropriate documentation relating to children behaviour including the below;

- Reporting to regulatory authority within the legislated time frames
- Behaviour and/or Observation forms
- Incident, accident and injury forms

Where an incident is deemed to have compromised the safety of others, parents or primary caregivers may be contacted to come and collect their child from Care for the remainder of the day. Incidents that are of a serious nature may also be investigated and reviewed by management.

Response to unacceptable behaviours

In the event that unacceptable behaviours continue after strategies have been adopted and implemented to address and rectify instances of unacceptable behaviour, we reserve the right to implement any of the following measures:

- **Verbal Warning:** An initial discussion to address and correct the behaviour.
- **Written Warning:** Formal documentation outlining the behaviour and required improvements.
- **Minimising Days or Hours of Care:** Reducing the number of days or hours of care provided as a measure to manage behaviour and its impact.
- **Behavioural Improvement Plan:** A structured plan with specific goals and timelines for behavioural improvement.
- **Recommendation to Transfer to an Alternate Greater Hume Children Service:** Suggesting a transfer to a different service within Greater Hume services if it is deemed beneficial for the child's development.
- **Request to Seek Support from External Professional Agencies:** Encouraging or requiring the individual to obtain support from external professionals
- **Suspension:** Temporary removal from the service, time of suspension will be determined by Greater Hume Council.
- **Termination or Removal:** In severe cases, termination of care or removal from the service may be considered.

These measures will be applied based on the severity and frequency of the behaviour, and we will ensure that all actions taken are fair and consistent. The Centre Director, Nominated Supervisor or appropriate Manager will contact the parents or guardians to report incidents or injuries of a serious nature. Parents/guardians may also be requested to collect their child from the Centre within a reasonable timeframe where the behaviour is deemed unacceptable and/or unsafe.

Our aim is to support positive behaviours and uphold the values and standards of Greater Hume Council.

Links to Policy

Children Services Suspension and Termination of Enrolment Policy

Child Safe Policy

Children Services Fees Policy

NSW Local Government Model Code of Conduct Policy

Workplace, Health and Safety Policy

Children Services Enrolment and Orientation Policy

Children Services Interactions with Children Policy

Children Services Providing a Child Safe Environment Policy
Children Services Privacy and Confidentiality Policy
Bullying and Harassment Policy
Children Services Code of Conduct for Staff Member Policy
Children Services Inclusion Policy
Children Services Complaints Handling Policy
Children Services Incident Injury, Trauma and Illness Policy
Children Services Emergency and Evacuation Policy
Children Services Administrations of First Aid Policy
Children Services Dealing with Medical Conditions Policy

Links to Procedure

Behaviour Guidance Procedure (*in development*)
Providing a Child Safe Environment Procedure
Suspension and Termination of Enrolment Procedure
Interactions with Children Procedure
Providing a Child Safe Environment Procedure
Emergency and Evacuation Procedure
Administrations of First Aid Procedure
Providing a Child Safe Environment Procedure
Dealing with Medical Conditions Procedure

Links to Forms

Inclusion Support Plan (ILP)
Incident injury, trauma and illness
Behaviour Guidance form
Observation form

References

[Australian Children's Education & Care Quality Authority \(ACECQA\)](#)
[Guide to the National Quality Framework.](#)
[Early Childhood Australia Code of Ethics](#)
[Education and Care Services National Regulations](#)
[Education and Care Services National Law \(NSW\)](#)
[NSW Anti-Discrimination Act 1977 No 48](#)
[National Quality Standard](#)
[Work Health and Safety Act 2011](#)

Responsibility

Director Corporate and Community Services

Document Author

Business Manager Children Services

Relevant Legislation

NSW Child Protection (Working with Children) Act 2012
NSW Child Protection (Working with Children) Regulation 2013
NSW Children and Young Persons (Care and Protection) Act 1998
NSW Children's Guardian Act 2019
Civil Liability Act 2002
Crimes Act 1900
Local Government Act 1993

National Redress Scheme for Institutional Child Sexual Abuse Act 2018 (Cth).
NSW Child Safe Standards
NSW Children (Education and Care Services National Law Application) Act 2010
Privacy and Personal Information Protection Act 1998
Privacy Act 1998 (Cth.)
State Records Act 1998
United Nations Convention on the Rights of the Child (1990)
NSW Child Safe Standards
NSW Disability Inclusion Act 2014
National Quality Framework

Associated Records

Nil