

ECECP Procedure 21.1

Behaviour Guidance

Controlled Document

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Document Owner:	Manager – Early Childhood Education & Care		Approved by:	Executive Manager – Children & Youth Services	
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Policy attached to this procedure	ECEC 21 – Behaviour Guidance Policy
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The right for children to receive positive guidance and encouragement in a supportive and respectful environment is promoted within the Education and Care Services National Law and Education and Care Services National Regulations. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. 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.

Working in conjunction with the *Behaviour Guidance Policy*, this procedure provides detailed steps for educators to support children to gain understanding and learn skills that will help them to manage their own behaviour.

Education and Care Services National Law and Regulations (S.2A, 3A, 165, 166A. R.155, 156, 168, 174 and 175). NQS QA5 and 6: Element 5.1.1, 5.1.2, 5.2.1, 5.2.2 and 6.1 Relationships with children

RESPONDING TO BEHAVIOUR		
1	The approved provider, nominated supervisor and educators will review the Service's <i>Behaviour Guidance Policy</i> regularly	
2	The approved provider, nominated supervisor and educators will ensure no child being educated and cared for by the Service is subjected to any form of inappropriate conduct, corporal punishment or any discipline that is unreasonable in the circumstances	
3	The approved provider and nominated supervisor will ensure all educators, staff and volunteers understand their obligations as mandatory reporters and are trained to recognise, prevent and respond to inappropriate conduct	
4	The approved provider, nominated supervisor and educators will ensure every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury	

5	Educators will commit to professional development relating to behaviour guidance and keep up to date with industry information regarding behaviour guidance strategies to implement within the Service	
6	Educators will support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others	
7	Educators will take into consideration the child's age and developmental capacity in providing the appropriate level of support with children's language and the vocabulary needed to express their emotions and feelings and verbalise their concerns	
INITIAL REVIEW AND REFLECTION		
8	When behaviours of concern are observed, educators will first seek to understand possible contributing factors before implementing targeted support strategies. Educators will consider: - the physical environment - the sensory environment - room layout and availability of resources - routines and transitions - staffing arrangements and supervision - group size and group dynamics - the child's developmental stage - relationships with peers and educators - recent changes at home, school or the service - factors impacting the child's wellbeing, sense of safety or belonging	
9	Educators will reflect on their own practice, interactions, communication styles and expectations to identify whether these may be influencing the behaviour.	
10	Educators will gather information from families about their children's social skills, relationship preferences, family and cultural values. Educators will use this information to engage children in experiences that support children to develop and practice their social and decision-making skills.	
11	OSHC: The nominated supervisor may make contact with the child's primary school to gain information about behaviour guidance strategies implemented within the school context to ensure consistency between environments	
12	Educators will implement strategies to redirect a child who may be causing or about to cause harm to themselves, another child, or adult. Redirection may be required during 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 guide the child away from the area if required. It may be necessary to guide other children away from the area while the child calms down.	
13	Where a child's behaviour places their own safety, or the safety and wellbeing of other children, educators, staff or visitors at risk, immediate action will be taken to ensure safety and minimise the risk of harm.	

14	Where a child is unable to safely participate in the program despite reasonable support and intervention, parents/guardians will be contacted and required to collect the child. The incident will be documented and reviewed, with additional planning, consultation and support strategies implemented as required.	
15	Educators are to complete a <i>Behaviour Guidance – Incident Report</i> and notify families each time a child's or adult's safety has been jeopardised. Parents are required to sign acknowledgment of the <i>Behaviour Guidance – Incident Report</i>	
16	Educators will use the <i>Behaviour Guidance – Observation Record</i> to document what happened prior to the behaviour, identify the behaviour and consequences of the behaviour to gather information regarding patterns and possible triggers	
17	Educators will refer to the <i>Behaviour Guidance–Biting Behaviour Procedure</i> for children displaying biting behaviours	

BEHAVIOUR INCIDENT REVIEW

1	Educators are to review the child's behaviour in consultation with the nominated supervisor should they find the behaviour challenging within the room or group	
2	Educators will discuss with the nominated supervisor any professional development opportunities that may assist to support educators implement behaviour guidance strategies	
3	Educators will complete the <i>Behaviour Guidance Review Form</i> to document and review the child's interests and hobbies, questions regarding behaviours observed, previous incidents, identified triggers prior to incidents and the impact of the behaviour on other children, educators and the environment	
4	Educators will review the <i>Behaviour Guidance Review Form</i> prior to meeting with the family or other professionals	

BEHAVIOUR GUIDANCE MEETING

1	Families are to be invited to meet with the nominated supervisor as early as possible to discuss challenging behaviours that have been observed within the Service	
2	Discussions will focus on collaboration and shared understanding.	
3	Educators will share objective observations rather than labels or assumptions.	
4	During the meeting educators will discuss previous incident reports, the impact of behaviours within the room or group and possible triggers of why the behaviour is occurring with the family	

5	Families will be invited to provide information regarding: • strengths and interests • home routines • health or wellbeing factors • recent changes or significant events • successful strategies used at home	
6	Educators will work collaboratively with families to gather information about strategies that have been implemented in other settings and their effectiveness. This may include strategies used at home, school or recommended by allied health professionals and support providers. Where relevant, educators will request copies of existing support plans, risk assessments, behaviour support plans, individual learning plans or professional recommendations to help ensure a consistent approach across environments. Family consent will be obtained before seeking or sharing information with other services or professionals.	
7	Educators are to collaborate with families to develop long and short-term goals to encourage alternative behaviours	
8	Educators are to discuss and consult with families any consequences if the behaviours identified continue	
9	A Behaviour Guidance Plan may be considered where: • behaviour is ongoing despite implemented supports • there are repeated incident reports • behaviour impacts safety or wellbeing • additional support agencies are involved • a family requests formal planning • the service identifies a need for a consistent approach across educators	
10	A <i>Behaviour Guidance Plan</i> will be developed in consultation with families to create consistent behaviour guidance strategies to support children's engagement within the program.	
11	Records of meetings and agreed actions will be documented.	
12	Educators will review the <i>Behaviour Guidance Plan</i> in a follow up meeting with families	

SCHOOL COLLABORATION (OSHC)

1	Where appropriate and with family knowledge and consent, the Nominated Supervisor may consult with the child's school.	
2	Information may be shared regarding: • successful support strategies • learning or wellbeing plans • risk management approaches • transition supports	

	consistent expectations across settings	
3	Any information shared will be documented and treated confidentially.	
4	Agreed strategies will be incorporated into Behaviour Guidance Plans where appropriate.	

CONSULT WITH OTHER PROFESSIONALS

1	Families will be consulted before engaging external professionals unless immediate safety concerns exist.	
2	Educators may consult with other professionals for assistance with behaviour guidance strategies Educators may seek guidance from: - Inclusion Support Program - Allied health professionals - Behaviour support practitioners - School wellbeing teams - Medical practitioners - Early intervention services	
3	Educators will collaborate with families to access support services by providing referrals or letters of observation as required	
4	Consultation outcomes will be documented.	
5	The nominated supervisor may contact the local Inclusion Support Service (ISS) team regarding support for Inclusion Support Funding if required, families will be consulted and requested to provide consent to sharing information within the ISS team	
6	The nominated supervisor and educators will work with the ISS team regarding the development of a Service Inclusion Plan (SIP) for the room or group	
7	Behaviour Guidance Plans will be reviewed following professional input.	

ESCALATION PROCESS FOR ONGOING BEHAVIOUR CONCERNS

1	All significant incidents and ongoing concerns will be documented using the relevant Behaviour Guidance forms.	
2	Families will be informed of ongoing concerns and invited to participate in review meetings and support planning.	
3	Where concerns persist, a written notification may be issued outlining: - behaviours of concern - supports and adjustments implemented - agreed actions and expectations - review timeframes.	

4	Where a child's behaviour continues to present a significant safety risk despite reasonable supports and interventions, a temporary suspension of care may be considered.	
5	Prior to suspension, the Service will review: • Incident Reports • Observation Records • Behaviour Guidance Plans • family consultation records • recommendations from schools, support agencies and professionals (where applicable).	
6	Suspension of care may occur immediately where a child's behaviour presents a serious and immediate risk to safety.	
7	During any suspension period, the Service will work with families and relevant stakeholders to determine whether additional supports or adjustments can facilitate the child's safe return to the program.	
8	Where the Service determines it cannot safely meet the child's needs despite reasonable adjustments and support strategies, termination of enrolment may be considered.	
9	Any decision regarding suspension or termination must be approved by the Executive Manager – Children and Youth Services (or delegate).	

REPORTING OBLIGATIONS

1	The approved provider and nominated supervisor will ensure that a notification is made to parent/guardians as soon as practicable, but within 24 hours, if their child is involved in a serious incident/situation at the Service in accordance with the <i>Incident, Injury, Trauma and Illness Policy</i> . Details of the incident/situation are to be recorded on the <i>Incident, Injury, Trauma and Illness Record</i> .	
2	The approved provider and nominated supervisor will ensure that a notification is made to the regulatory authority, via the NQA ITS , as soon as practicable, but within 24 hours, if a child is involved in a serious incident/situation at the Service	
3	The approved provider and nominated supervisor will ensure that any allegation, concern or suspicion that a child has been subjected to inappropriate conduct is responded to immediately and reported to the regulatory authority, via the NQA ITS, within 24 hours, with mandatory reporting notifications made to other relevant authorities as required	
4	The approved provider and nominated supervisor will ensure that a notification is made to the regulatory authority, via the NQA ITS, 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	
5	The approved provider and nominated supervisor will ensure that a notification is made to the regulatory authority, and to the children's	

commission, child protection agencies or the police of any incident of inappropriate discipline.	
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BEHAVIOUR GUIDANCE RESOURCES	
Behaviour Guidance Policy	The <i>Behaviour Guidance Policy</i> provides information of how the Service promotes a safe and supportive environment, outlining clear guidelines and procedures to 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.
Behaviour Guidance Procedure	This procedure provides detailed steps for educators to support children to gain understanding and learn skills that will help them to manage their own behaviour
Behaviour Guidance Guide	The <i>Behaviour Guidance Guide</i> has been created to support educators promote positive behaviour while reflecting upon the set-up of the environment, equipment provided routines and expectations while addressing behaviour challenges.
Behaviour Guidance – Biting Procedure	This procedure provides detailed steps for educators to address and manage instances of biting behaviour in a constructive and proactive manner.
Behaviour Guidance Incident Report	The report details incidents involving inappropriate, disruptive, or challenging behaviours. The report assists to track patterns of behaviour, implement appropriate interventions and maintain a record of how incidents are managed.
Behaviour Guidance Observation Record	This record is available to document and track specific incidents, behaviours and patterns, assisting in the development of targeted interventions and preventative measures.
Behaviour Guidance Review Form	The <i>Behaviour Guidance Review Form</i> is offered to assess and analyse reported incidents aiding in the identification of patterns, trends and the effectiveness of interventions.
Behaviour Guidance Plan	Available to provide a structured and comprehensive approach to addressing incidents of bullying, documenting guidelines, strategies and interventions to prevent, manage and respond to bullying incidents.