

# **Behaviour Guidance Policy**

## **Policy Statement**

The right for children to receive positive guidance in a supportive and respectful environment is promoted within the *Education and Care Services National Regulations*. Children learn to face a variety of challenges throughout their lives. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments as well as when interacting with peers and adults. Fun 4 U Helensburgh will liaise with local feeder primary schools to ensure consistency of behaviour guidance strategies such as Positive Behaviour for Learning (PBL) values.

## **Links to the Education and Care Centres National Regulations 2020, National Quality Standards 2018**

### **REGS**

|         |                                                                               |
|---------|-------------------------------------------------------------------------------|
| S. 162A | Child protection training                                                     |
| 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 (transportation) |
| 175     | Prescribed information to be notified to Regulatory Authority                 |

### **NQS**

|   |                                                                   |
|---|-------------------------------------------------------------------|
| 2 | Children's Health and Safety ( 2.1.1, 2.2.1)                      |
| 5 | Relationship with Children (5.1, 5.1.1, 5.1.2, 5.2, 5.2.1, 5.2.2) |
| 6 | Partnerships with Families and Communities (6.1)                  |
| 7 | Governance and Leadership (7.1, 7.1.2)                            |

## **Definitions**

- **Behaviour Guidance** – Refers to positive, supportive strategies used to help children develop the skills and understanding to manage their own behaviour. Educators aim to guide children to regulate their actions, respond appropriately to others, and resolve conflicts effectively.
- **Cool Down Time** – A calm period where a child experiencing strong emotions is encouraged to sit in a safe space near an educator to regain self-control. This provides children with an opportunity to regulate their emotions with guidance and reassurance.
- **Restraint** – Used only in emergency situations when a child poses a risk to themselves or others (e.g., attempting to run onto a road, climbing a fence). Physical restraint or removal is a last resort and will be carried out only to prevent immediate harm.
- **Self-Regulation** – The ability for a child to manage their emotions, behaviour, energy levels, and attention, returning to a calm and balanced state that supports wellbeing, relationships, and learning.
- **Inclusion** – Ensuring all children are valued and supported, taking into account their social, cultural, and linguistic diversity, learning styles, capabilities, gender, family circumstances, and individual needs.

## **Implementation**

At Fun 4 U Helensburgh OSHC, we aim to provide a safe, supportive environment that nurtures children's social and emotional development. Behaviour guidance is always positive, respectful, and consistent, with a focus on helping children develop self-regulation, resilience, and empathy.

Our approach is based on three key elements:

1. **Quality learning environments** – Providing engaging, developmentally appropriate experiences and resources.
2. **Guidance strategies** – Supporting children to build social, emotional, and behavioural skills through consistent and age-appropriate expectations.
3. **Reducing challenging behaviours** – Using preventative and responsive strategies that help children make positive choices.

## **Positive Behaviour Guidance Strategies**

Educators and staff will:

- Model respectful, inclusive behaviour at all times.
- Encourage children to make choices, take responsibility, and experience natural consequences when safe.
- Use strategies such as:
  - Visual cues and reminders
  - Redirection to positive activities
  - Re-teaching expectations
  - Logical consequences
  - Cool down time with an educator
  - Reflective discussions with children

If challenging behaviour is ongoing, educators will review the environment, program, and supervision strategies to identify possible triggers. Physical restraint will only ever be used in emergency situations to prevent harm.

## **Inappropriate Discipline**

- Corporal punishment, harsh discipline, or unreasonable actions are **strictly prohibited**.
- All educators receive child protection training, including mandatory reporting requirements.
- Any allegation or reasonable belief of abuse, neglect, or inappropriate discipline will be reported immediately to the appropriate authorities (Police, Child Protection, or your state/territory regulatory authority).
- The approved provider will notify the regulatory authority of any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the Service, or any allegation that sexual or physical abuse of a child has occurred or is occurring at the OSHC Service.

## **Responsibilities**

### **The Approved Provider, Management, and Nominated Supervisor will:**

- Ensure compliance with the **Education and Care Services National Law and Regulations**.
- Provide all staff, students, and volunteers with a copy of this policy during induction.
- Ensure no child is ever subjected to corporal punishment or unreasonable discipline.
- Promote a safe environment where children's dignity and rights are upheld.
- Support educators with professional development in behaviour guidance, inclusion, and trauma-informed practice.
- Work in partnership with families, schools, and support agencies to develop **Behaviour Guidance Plans** or **Strategic Inclusion Plans** when needed.
- Review incidents and behaviour plans regularly to monitor effectiveness.
- Notify families and the regulatory authority of any serious incidents within required timeframes.

### **Educators will:**

- Build trusting, respectful relationships with children.
- Support children's self-regulation and social skills through consistent guidance.
- Use calm, positive language and provide clear explanations of expectations.
- Encourage children to reflect on their actions and explore alternative choices.
- Offer reassurance and support during challenging moments, using strategies such as cool down time.
- Create engaging, well-resourced environments to reduce behavioural triggers.
- Document persistent behaviour concerns and work with families to develop individualised strategies.
- Ensure behaviour guidance is always respectful, inclusive, and non-judgmental.

### **Families will:**

- Work in partnership with the Service to ensure consistency in behaviour guidance between home and OSHC.
- Share relevant information about their child's needs, experiences, or circumstances that may influence behaviour.
- Provide consent for consultation with schools, specialists, or support agencies where needed.
- Collaborate with educators in the development and review of Behaviour Guidance Plans.

### **Sources:**

- Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)
- Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)
- Australian Children's Education & Care Quality Authority. (2025). [Supporting children to regulate their own behaviour.](#)
- Australian Children's Education & Care Quality Authority. [When children bite! A resource for early childhood educators.](#)
- Australian Children's Education & Care Quality Authority. *Inappropriate discipline*. (2020). [www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf](http://www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf)
- Australian Government Department of Education. Inclusion Support Program
- <https://www.education.gov.au/child-care-package/inclusion-support-program>
- Early Childhood Australia Code of Ethics. (2016).
- Education and Care Services National Law Act 2010. (Amended 2023).

- [Education and Care Services National Regulations](#). (Amended 2023).
- Emerging Minds. (2022). [Interpersonal trauma learning pathways](#).
- NAPCAN: [www.napcan.org.au](http://www.napcan.org.au)
- Raising Children Network. (2019) *What is self-regulation?*  
<https://raisingchildren.net.au/toddlers/behaviour/understanding-behaviour/self-regulation>

Comments:

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