

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. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Our OSHC Service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

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

REGS

S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration [NSW]
S.5AA	Meaning of inappropriate conduct [NSW]
S. 162A	Child protection training
S.165	Offence to inadequately supervise children
S. 166	Offence to use inappropriate discipline
S.166A	Offence to subject child to inappropriate conduct [NSW]
	Offences relating to inappropriate conduct
S. 167	Offence relating to protection of children from harm and hazards
S.174	Offence to fail to notify certain information to Regulatory Authority
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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. [ACECQA, 2020]
- **Inappropriate conduct**- any behaviour that a reasonable person would consider to be inappropriate in an education and care service, taking into account the child's age, development, safety, wellbeing and the context of the interaction.

- **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. (ACECQA, 2023, P.3)
- **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. (KidsMatter, Early Childhood, 2014).
- **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. (MTOP V2.0).

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/Inappropriate Conduct

All staff play an important role in embedding child safe practices within our OSHC Service. Any form of corporal punishment, or any discipline that is unreasonable or inappropriate is not permitted at any time when children are being educated and cared for by an education and care service. Staff are made

aware of interactions and practices with children that are classified as unreasonable or inappropriate conduct or discipline during induction and through ongoing staff training. All staff and educators have undertaken mandatory child safety training (effective February 2026) and child protection legislation training, including mandatory reporting requirements and obligations. Staff must report all alleged or witnessed instances of child abuse or child related misconduct by any staff member, volunteer or contractor immediately to the NSW reporting system or Police on 000.

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:

Governance and compliance

- meet obligations under the Education and Care Services National Law and Education and Care Services National Regulations
- require educators, staff, students, visitors and volunteers understand and adhere to this policy and procedure
- provide all new employees, students and volunteers are provided with a copy of this policy as part of their induction process
- ensure families are aware of this *Behaviour Guidance Policy* and are advised on how and where the policy can be accessed
- prohibit any form of corporal punishment or any discipline that is unreasonable in the circumstances
- must ensure no child is subjected to any form of inappropriate conduct including conduct that is threatening, intimidating, humiliating, degrading, hostile or otherwise inappropriate in the circumstances (See *Management of Inappropriate Conduct Procedure*)
- take every reasonable precaution to protect children from harm and from any hazard likely to cause injury
- require each nominated supervisor and person in day-to-day charge of the Service complete child protection training within the timeframes prescribed in the National Regulations
- require the approved provider, nominated supervisor, each staff member, educator, regular volunteers and students on placement complete national child safety training
- ensure all educators and staff are aware of the procedure of reporting allegations of abuse, neglect, harm or ill-treatment
- promote a culture where inappropriate conduct is not tolerated and where educators and staff feel safe to report concerns under the *Protected Disclosures (Whistleblower) Policy*
- require all educators, staff and volunteers to meet their obligations as mandatory reporters and recognise, prevent and respond to inappropriate conduct
- maintain staff records including evidence of the approved training completed by staff members.

Relationships, inclusion and respectful practice

- behaviour guidance does not involve making judgements about children or their families

- information is gathered from families about their children's social skills, relationship preferences, family and cultural values which will be recorded in the child's individual file
- general information about behaviour guidance is provided to families through parent interviews and newsletters
- educators use this information to engage children in experiences that support children to develop and practice their social and decision-making skills
- positive and respectful relationships with children are established and maintained
- children are empowered to use language and other forms of non-hurtful communication to communicate their emotions
- positive, empathetic relationships between children are promoted
- the dignity and rights of each child are maintained at all times
- positive and inclusive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour

Behaviour guidance strategies and support

- strategies are implemented to re-direct a child who may be causing or about to cause harm to themselves or others
- safety is prioritised, including the use of physical re-direction where required, and removing other children from the area if necessary
- excessive or challenging behaviour is managed and communicated with families
- incidents are addressed sensitively and families are notified with *Behaviour Incident Reports* signed where required
- ongoing behaviours are observed and documented, including context and strategies implemented
- the child's primary school is contacted to gain information about behaviour guidance strategies implemented within the school context to ensure consistency between environments
- meetings with families may be arranged to discuss concerns and develop a *Behaviour Guidance Plan* where required
- *Behaviour Guidance Plans* are developed and reviewed in consultation with families and other health professionals
- families, the child's primary school and professional agencies are consulted to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties

Inclusion and additional support

- partnerships are developed with professionals and support agencies to support inclusion for children with additional needs
- applications for additional support are made through the Inclusion Support Program
- a Strategic Inclusion Plan (SIP) is developed and guided with local support agencies for rooms or groups of children as required
- the SIP is reviewed regularly to reflect changes in practice
- Individual Support Plans are developed for children as required

Professional learning and reflective practice

- professional development is provided to support educators implement the SIP created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual room or group of children
- professional development is provided on trauma informed practices support understanding of challenging behaviours through a 'trauma lens'

Incident Response and Notifications

- notification is made to parents/guardians as soon as practicable, but within 24 hours, if their child is involved in a serious incident/situation at the Service. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record*
- any allegation, concern or suspicion that a child has been subjected to inappropriate conduct is responded to immediately and reported to the regulatory authority, within 24 hours, with mandatory notifications made to other relevant authorities as required including Office of the Children's Guardian-Reportable Conduct Scheme (NSW), NSW Department of Communities and Justice (DCJ), NSW Police and internal incident management procedures
- notification is made to the regulatory authority, via 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
- notification is made to the regulatory authority and to the children's commissioner, child protection agencies or the police of any incident of inappropriate discipline
- a review of practices is conducted following a serious incident, including an assessment of areas for improvement (ensure any review or investigation does not interfere with outside agency investigations).

Educators will:

Professional conduct and child safety

- ensure their interactions with children are always respectful, safe, supportive and appropriate to each child's developmental needs, culture, identity and circumstances
- refrain from any behaviour that may be considered inappropriate conduct, including behaviour that is threatening, intimidating, humiliating, degrading, hostile or otherwise inappropriate
- remain aware of the power imbalance inherent in child-adult relationships and avoid behaviour that could misuse or exploit that power
- immediately report any behaviour by another person that may constitute inappropriate conduct towards a child to the nominated supervisor/approved provider and regulatory authority
- understand their mandatory reporting requirements and respond to any incident, disclosure or suspicion of child abuse, harm, neglect or ill-treatment they witness or suspect immediately by notifying the approved provider and NSW Department of Communities and Justice (Child Protection Helpline) (insert state/territory agency for reporting)

Positive relationships and role modelling

- build and maintain positive, respectful relationships with children

- provide positive role modelling in interactions with children, educators, staff and families
- promote children's initiative and agency

Guidance, teaching and behaviour support

- teach behavioural expectations
- provide positive guidance and encouragement toward acceptable behaviour
- guide children's behaviour to support consideration of others and understanding of acceptable and unacceptable behaviour
- talk calmly with children about the consequence of their actions, and the reason for rules
- use corrective strategies including prompting, redirecting, re-teaching, provide choice, logical consequences and conferencing with the child
- provide positive feedback and focus on children's strengths and achievements and build on their abilities
- guide behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour

Communication and emotional development

- support children to express their emotions using appropriate language and communication strategies
- participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules
- listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions
- support children to negotiate, resolve conflict and respond to the behaviour of others
- encourage children to listen to other people's ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations

Individualised and inclusive practice

- take into consideration the child's past experiences as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence
- design and implement behaviour guidance strategies to support positive outcomes for the child
- support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others
- learn about children's relationships with others and their relationship preferences they have and use this knowledge to support behaviour and empathy development

Environment and proactive strategies

- provide age appropriate, engaging and challenging experiences and resources
- ensure sufficient materials and equipment are available for individual, small and large group activities
- set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests

- use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them

Supporting children during distress

- remain calm, respectful and tolerant as they encourage children who are strongly expressing distress, frustration or anger
- guide children to remove themselves from situations where they are experiencing frustration, anger, or fear
- encourage and support each child's social and emotional development, striving to develop children's self-regulation and an understanding of the feelings of others
- implement '*time with*' or '*cool down time*' when appropriate ensuring supervision and support from other educators is always provided.

Collaboration and planning

- discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines
- actively support children to promote and role-model positive ways to interact with others
- actively support children to construct and convey ways of expressing needs, resolving conflict, and responding to the behaviour of others
- contribute to and ensure Individual Support Plans are followed in consultation with the Services' Strategic Inclusion Plan (SIP)

Professional learning

- participate in professional development and remain up to date with behaviour guidance strategies and practices.

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.

CONTINUOUS IMPROVEMENT

The *Behaviour Guidance Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or incidents related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

Sources:

- Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)
- 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. (2026). [CHILD SAFETY Inappropriate conduct](#)
- Australian Children's Education & Care Quality Authority. (2026). [QUALITY AREA 5 Inappropriate discipline](#)
- Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia. V2.0](#)
- Australian Government Department of Education. [Inclusion Support Program](#)
- [Children \(Education and Care Services\) National Law \(NSW\)](#) (NSW services only)
- Early Childhood Australia Code of Ethics. (2016).
- [Education and Care Services National Law Act 2010](#)
- [Education and Care Services National Regulations 2011](#)
- [Education and Care Services National Regulations \(NSW\) \(2025\)](#) (For NSW services only)
- Emerging Minds. (2022). [Interpersonal trauma learning pathways.](#)
- NAPCAN: www.napcan.org.au
- Raising Children Network. (2019) [What is self-regulation?](#)

Comments:

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