

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
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.
- **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.

- **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/Inappropriate Conduct

- All staff play an important role in embedding child safe practices within our OSHC Service.
- 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:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and procedure
- all new employees, students and volunteers are provided with a copy of this policy as part of their induction process
- families are aware of this *Behaviour Guidance Policy*
- no child being educated and cared for by the OSHC Service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances (S.166 National Law)
- every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury
- each nominated supervisor and person in day-to-day charge of the service has completed child protection training (S.162A of the National Law)
- each staff member, educator and volunteer have completed child protection training (commencing in 2026)
- each staff member, educator and volunteer have completed child safety training (commencing in 2026)
- ensure all educators and staff are aware of the procedure of reporting allegations of abuse, neglect, harm or ill-treatment
- ensure that 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*)
- 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*
- ensure all educators, staff and volunteers understand their obligations as mandatory reporters and are trained to recognise, prevent and respond to inappropriate conduct
- staff records include evidence of the approved training completed by staff members (Reg.147)
- connections are built between our service and local primary schools to support positive learning environments
- 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
- educators will use this information to engage children in experiences that support children to develop 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 are promoted between children assisting them to develop respectful relationships
- 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
- general information about behaviour guidance is provided to families such through parent interviews and newsletters
- a partnership is developed 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. This information will be kept confidential and in the individual child's file.
- excessive or challenging behaviour is managed and communicated with families
- strategies are implemented to re-direct a child who may be causing or about to cause harm to himself or herself, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include 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 actually 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.
- families are notified and the incident/behaviour is addressed sensitively. In an instance where a child or children's safety has been jeopardised, parents are required to sign the *Behaviour Incident Report*.
- should the behaviour continue, the child's behaviour is observed and carefully documented. Additional information is collated related to the context and behaviour guidance strategies implemented.
- a meeting with the child's parents/carers and educator may be arranged to discuss any behaviours or concerns that have been observed. A *Behaviour Guidance Plan* may be developed in consultation with families and other health professionals as required
- *Behaviour Guidance Plans* are to be reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan in consultation with the child's family
- the child's primary school is contacted to gain information about behaviour guidance strategies implemented within the school context to ensure consistency between environments
- families, the child's primary school and professional agencies are consulted to ensure that a consistent approach is used to support the child with diagnosed behavioural or social difficulties
- application for additional support for educators to build their capacity and capabilities to include children with additional needs will be made through the Inclusion Support Program.
- a Strategic Inclusion Plan (SIP) is developed and guided by local support agencies as required for individual groups of children
- the SIP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan

- professional development is provided for educators to be informed, trained and supervised to implement the SIP created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child
- professional development is provided for educators to learn about Trauma Informed Practices to help educators understand challenging behaviours through a 'trauma lens'
- 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*.
- 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, 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 the NQAITS, 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 OSHC 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:

- ensure their interactions with children are always respectful, safe, supportive and appropriate to each child's developmental needs, culture, identify 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)
- 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
- actively work with younger children to promote and role-model positive ways to interact with others
- teach behavioural expectations
- support appropriate behaviour- visual cues, prompting, positive verbal feedback and quality learning environments
- ensure children are provided with positive guidance and encouragement toward acceptable behaviour

- promote children's initiative and agency
- actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others
- at all times provide positive role-modelling in their dealings with children, other educators and families
- discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines
- talk calmly with children about the consequence of their actions, and the reason for rules
- use corrective consequences- prompt, redirect, re-teach, provide choice, logical consequence, conference with child and educator
- guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.
- provide positive feedback and focus on children's strengths and achievements and build on their abilities
 - 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
 - be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour
 - provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged with
 - ensure there are sufficient materials and equipment 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
 - adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions
 - commit to professional development and keep up to date with industry information regarding behaviour guidance strategies
 - support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others
 - 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
 - provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns
 - encourage children to listen to other people's ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations
 - 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
 - guide children to remove themselves from situations where they are experiencing frustration, anger, or fear
 - support children to negotiate their rights and rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity

- learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills

- use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them
- remain calm, respectful and tolerant as they encourage children who are strongly expressing distress, frustration or anger
- guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour
- implement 'time with' or 'cool down time' with an educator, which will be used when all other strategies (above) have been exhausted. 'Time with' or 'cool down time' allows educators to offer reassurance and support so the child can settle and regain self-control, develop some self-calming behaviours and gain composure. Once calm, educators can assist the child to identify what happened, reflect on their actions and consider how they may have done something differently. 'Time with' or 'cool down time' will always occur under the supervision of other educators
- contribute to and ensure Individual Support Plans are followed in consultation with the Services' SIP.

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. (2026). [Guide to the National Quality Framework](#)
- Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia. V2.0](#)
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- Australian Children's Education & Care Quality Authority. *Inappropriate discipline.* (2020). 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>
- [Children \(Education and Care Services\) National Law \(NSW\)](#)
- Early Childhood Australia Code of Ethics. (2016).
- [Education and Care Services National Law Act 2010.](#)
- [Education and Care Services National Regulations.](#) (Amended 2025)
- Emerging Minds. (2022). [Interpersonal trauma learning pathways.](#)
- NAPCAN: 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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