

Policy Statement

The intention of this policy is to support educators to understand the needs of each child through developing strong relationships and attachments with children which assists in minimising challenging and extreme behavioural incidents. The policy guides critical reflection on all areas of practice and encourages further professional development for educators to continue developing skills, knowledge, and competence around supporting children and young people.

Goals – What are we going to do?

Each service has a positive atmosphere characterised by engagement and quality relationships with each child/young person and their family. The attention placed on positive relationships and being inclusive, creates a foundation for emotional, social and physical development, where each child/young person forms an understanding of themselves as significant, respected and feels a sense of belonging. Using strength-based methods, educators and staff empower children/young people to regulate their own behaviour, develop the skills needed to interact and negotiate effectively with others, and create positive, inclusive environments.

Identifying behaviours

Behaviours can be classified into three areas: typical, challenging and extreme. Any behaviour is communicating a need that the child has which may range from seeking connection with others, a communication barrier, emotional dysregulation and a need for support to join in and be included but not quite knowing how.

For step-by-step how to respond refer to:

- Appendix A: Educator Behaviour Engagement plan
- Appendix B: ABC chart
- Appendix C: Inclusion Plan
- Appendix D: Response to Typical Behaviours
- Appendix E: Response to Challenging Behaviours
- Appendix F: Response to Extreme Behaviours.

Inclusion Plan (Appendix C)

When children and young people have disabilities, additional needs, require more intensive support with program engagement OR where repeated challenging OR extreme behaviours have been identified, the following Inclusion Plan process should be followed:

- 1.** Begin completing the ABC (behavioural observation) chart (Appendix B)
- 2.** Work in collaboration with the child, family, Inclusion support specialist and other educators to develop an inclusion plan
- 3.** If challenging or extreme behaviours continue to occur once inclusion plan is in place, the suspension process may be enacted

Please note that an inclusion plan is a collaborative process and children/young people, their families and other professionals and stakeholders that work with the child/young person should be involved in this process.

Procedures

Educators will:

- ✓ Build relationships with children that communicate that we care and respect children and that sees the child from a strength-based viewpoint.

- ✓ Recognise that behaviour is a form of communicating a need and respond to children and young people respectfully to ensure they interpret and meet that need to the best of their ability.
- ✓ Engage children and young people in meaningful interest, strength and play-based learning experiences.
- ✓ Uphold each child's dignity and rights, ensuring each child has a voice to contribute to matters involving themselves and to the program
- ✓ Create and maintain interesting and inspiring environments that reflect the people and their cultures that use them.
- ✓ Provide a curriculum that is interesting, engaging, reflects the interests and needs of the children/young people, and uses professional documents such as the EYLF, MTOP and NQS to underpin our intentional teaching, planning and engagement with children/young people.
- ✓ Use their knowledge of child development to understand that all children develop at different rates across developmental domains.
- ✓ Build relationships with families to be able to work in partnership with them to best support their children.
- ✓ Regulate themselves when responding to behavioural situations and recognise when you need to move away and have another educator step in to support the child/ young person.
- ✓ Communicate verbally what they are doing and why to the child/young person and for other educators to be able to know what is happening and potentially offer support for that child or the other children.
- ✓ Use Appendix D, E & F as they show clear steps of how to respond to typical, challenging and extreme behaviour.
- ✓ Document any ongoing concerns in the child/young person's cycle of planning in a strengths-based way. This includes behavioural concerns and conversations with families and/or other professionals.
- ✓ Complete ABC (Appendix B) chart when there are concerns for a child's behaviour
- ✓ Engage in critical reflection that comes from our professional knowledge to ensure we are being responsive to the individual needs of children.
- ✓ Follow Inclusion Plan documents if children/ young people have them. Ensure that rotational, casual, agency staff and students visiting the service are aware of Inclusion Plan documents and their role in supporting the child and the other children.
- ✓ If an educator is concerned about development of a child, discuss with the Nominated supervisor, providing copies of observations completed. Identify your area of concerns, being cautious not to diagnose or label a child. The Nominated Supervisor will follow up with planned family meetings, maintaining confidentiality and dignity of child and family.
- ✓ Offer contributions to their Nominated Supervisor when behaviour and inclusion plans are put in place.

Educators' rights

Educators have a right to be:

- ✓ spoken to in a courteous manner by children, Families, and other Educators
- ✓ treated with respect by children, Families and other Educators
- ✓ able to perform their duties without harmful, stressful, intimidating or disruptive influences
- ✓ supported by Management so that they can undertake their responsibilities.

The Nominated Supervisor will:

- ✓ Model and support educators to build attachment relationships with children.
- ✓ Lead regular critical reflection with the team about practice and pedagogy.
- ✓ Guide small teams to complete Appendix B: ABC (behavioural observation) chart and lead the process of selecting appropriate professional development for educators.

- ✓ Lead and support conversations with families, particularly when there are concerns about behaviour. Book a suitable time and appointment supporting privacy and confidentiality. Discuss observations, interactions and reflections made on the child, identifying the area of concern within developmental norms. Be cautious not to diagnose or label and provide referral supports for the family, i.e. starting with the Family Doctor, Allied health professionals
- ✓ Use their professional knowledge in all areas of practice to inspire, lead and support their team to critically reflect on all aspects of practice and see behaviour challenged from multiple viewpoints, including the educator's role and the child's developmental stage.
- ✓ Consider the appropriate inclusion of the use of technology in a child or young person inclusion plan.
- ✓ Ensure that educators are using strengths-based approaches to document when there are ongoing behavioural concerns for a child/young person.
- ✓ Support educators' professional development by providing annual refresher discussions to improve opportunities for social and emotional learning and development.
- ✓ Provide educators with time and opportunities for critical reflection and create and reflect on planning (including Inclusion Plan documents). This may require additional time if there are behavioural challenges.
- ✓ If there is an extreme behavioural event, the child's family and Manager will be informed of the incident and the child may need to be picked up, with possible suspension, pending the seriousness of the incident
- ✓ Ensure all educators are aware of this policy, procedures and appendices
- ✓ Contact Inclusion Support Agency KU to begin a support process for the room, child, staff and service
- ✓ Complete a Service Inclusion Plan (SIP) annually to identify how the service can implement inclusive practices with the assistance of your inclusion Support Officer KU
- ✓ If a diagnosis is made, ensure all documents and related health documents are uploaded into the child's All about me file on SharePoint
- ✓ If a family is successful in getting support for their child through a centre, agency or program, seek permission from the family to liaise with agency to ensure consistency across services.
- ✓ Consult with Manager if suspension is required and contact families for first suspension

The Manager will:

- ✓ Plan rosters and staffing to maintain consistency and predictability for children wherever possible.
- ✓ Support Nominated Supervisors to engage in critical reflection about educator practice and relationships, and how educators are creating quality environments that support positive behaviour in children/young people.
- ✓ Review Appendix B: ABC (behavioural observation) chart with Nominated Supervisor to inform additional areas for the educators to focus on; in practice and in professional development opportunities.
- ✓ Direct Nominated Supervisors and teams to use the available resources for guiding behaviour where appropriate.
- ✓ Support the Nominated Supervisors as required with the Inclusion plan process, including conversations with families and educators if required.
- ✓ Ensure that Nominated Supervisors and Educators have access to professional development opportunities, particularly into areas identified as a need or area for growth.
- ✓ Initiate and guide critical reflection with Nominated Supervisors and Educators about the areas of practice, ensuring continuing quality improvement.
- ✓ Ensure budgets have allocated funds for professional development
- ✓ Collaborate with Nominated Supervisors and Educators when there is an ongoing challenging behaviour or extreme behaviour event or bullying behaviour to review strategies and add their professional knowledge and insight.
- ✓ Support Nominated Supervisor with SIP and access to your KU Inclusion Support Agency.

- ✓ Liaise with the Parent Management Committee when ongoing inappropriate behaviour continues and all avenues for inclusion and support have been exhausted
- ✓ Meet with families if suspension or termination of care is required

Children will:

- ✓ Follow Activity Centre's three rules: Be Safe, Be Responsible and Be Respectful
- ✓ Follow the school rules in relation to the school's environment
- ✓ Work in partnership with their peers and educators to help create a safe space whilst at OOSH or LDC

Children's rights

Children have the right to:

- ✓ feel safe
- ✓ play happily without interference from others
- ✓ be treated with respect, spoken to fairly and courteously by others
- ✓ be treated as an individual with dignity and value
- ✓ have their property respected

The Parent Management Committee will:

- ✓ Support the Manager in ensuring there is an appropriate budget for professional development
- ✓ Engage in critical reflection and open discussions with the Manager and Nominated supervisor if the Organisation is struggling to support individual children
- ✓ Have the final decision about a child's enrolment. The Parent management Committee, who act as the Approved Provider for Activity Centres inc. will ensure that the service has exhausted all avenues before adjusting or terminating an enrolment.

Families will:

- ✓ Share their concerns about a child/young person's behaviour, take time to meet with Educators and the Nominated Supervisor to discuss their child/ young person.
- ✓ Share important information with educators that relates to/effects their child/young person. For example: moving house, death in the family, death of a pet, new sibling, relationship breakdowns. This information can give educators knowledge and understanding as to why there may be changes in a child/ young persons' behaviour or mood enabling them to respond in a more targeted, empathic and supportive way.
- ✓ Work collaboratively with educators, nominated supervisor and health professional to create an Inclusion Plan if this path is decided to support their child/ young person.
- ✓ provide consent for the Service to consult with professional agencies to assist with implementing a Strategic Inclusion Plan (SIP) for the room or group of children
- ✓ Work with the Service to create consistency with behaviour guidance strategies used at home and school

Families' rights

Families have a right to be:

- ✓ treated and spoken to in a courteous manner by others
- ✓ engaged professionally and ethically
- ✓ advised of any issues, incidents or concerns regarding their children.

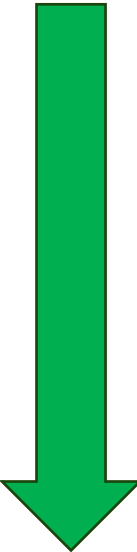
Suspension

Suspension is the exclusion of a child from Activity Centres. Suspension may occur if a child has continuously shown a lack of commitment to their inclusion plan and the ACI rules. Inclusion plans and ABC charts will be used to determine if a suspension is appropriate. Suspension may be required without an inclusion plan if physical violence has occurred- this will be at the discretion of the Nominated supervisor. Normal paid absent fees apply during these periods. The suspension process at ACI is as follows:



*Termination of care may occur if inappropriate behaviour continues after the child has been suspended from care three times.

Appendix A- Educator Behaviour Engagement Plan

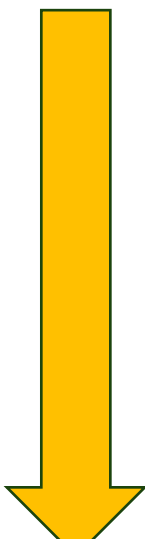


Expect to see: Children and young people are happy, safe and confident. They are engaged in activities with peers and educators within the environment.

Strategies to consider:

- Build positive relationships.
- Educator engagement agreement
- Know your children and their interests.
- Positive communication. Think of 5 positives for every 1 negative
- Engage in active supervision.
- Praise positive behaviour
- Engage with groups of children/young people.
- Provide an interest-based program including children/ young person's voice
- Ensure needs are met.
- Always be on the lookout.
- Consider the age of children/young people

Recommendations training/support: cup filling resources, attachment theory, mentoring opportunities – Coordinator, Service Support, Compliance & Manager

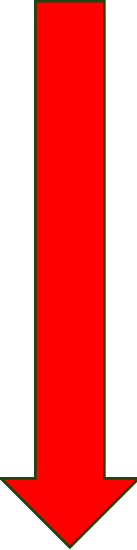


Expect to see: Triggers (this can be something external), signs of distress, fluttering, escalation, tensing of muscles, talking loudly, increased activity such as walking/rocking, may start to see throwing/tipping of resources, fussiness, hurting others, anger if child does not get their way

Strategies to consider:

- Identify what needs aren't being met & attempt to address them
- Tuning into kids...
- Emotion coaching
- Say what you see and ask a question
- Avoid power struggles.
- Continue to build relationships.
- Refer to any support plans.
- Consider grouping of children.
- Know your children and what interests them.
- Provide child/young person with 2 choices.
- Ask for support from fellow educator if needed.
- Praise positive choices/behaviour

Recommended training/support: access ideas to inclusion plans, Tuning into kids, Emotion coaching, Supervision Policy, Behaviour guidance policy, Manager



Expect to see: young people may be aggressive and destructive, they may become out of control, kicking, screaming, punching, swearing, throwing objects, appears in a crisis, absconding, self harm

Strategies to consider:

- **Remain calm.**
- Keep all children and self – safe.
- Educators will not turn their backs, they will have sight on the child/young person at all times.
- Control the environment not the child/young person.
- Avoid power struggles.
- If two children/young people are engaged in a physical altercation, divide and conquer.
- Use wording such as safe, respectful, confident.
- Ask for support and rotate educators if needed.

Recommended training/support: Inclusion Support Specialist, external support, Inclusion Plan, referrals, Manager

Behaviour guidance Policy

Appendix B- ABC (observation) chart

Child: _____

Age of child: _____

Date and Time	Educators present	Antecedent What was happening immediately before hand? Triggers, Routines, play episode etc?	Behaviour What occurred? What did the behaviour look like? Describe what you saw and heard	Consequences What happened after? What strategies did you use? How did the child respond?	Observer initials	Was this Minor/ Moderate/ Severe	Parent Notified? Yes/No

Appendix C- Inclusion plan

Childs Name:	Service Name:	Date plan was created:
Child's DOB:	Number:	1st review date:
Days of attendance:	Plan created by:	2nd review date:
Child profile, background information and family context		
Team around the child		
Parent/ Carer:	Contact Number:	Email:
Therapist:	Contact Number:	Email:
Supporting educator:	Contact Number:	Email:
Child's strengths		
Child's voice/ Perspective		
Child's perspective on the situation:	Child's ideas/suggestions/needs:	Actions to implement:
Identified behaviours	Strategies implemented to address behaviours	Monitoring and evaluation method
1.		
2.		

3.

What outcome are we hoping to achieve

Embedded learning opportunities to support inclusion

Parent Input and suggestions- this may include strategy ideas, consequences etc.

Parent has read inclusion plan Yes No Date: Signed:

Educators' perspective:

Reflections completed by:

Changes to be made based on reflections

***This plan can be adapted as needed based on input from educators, the child and family**

***If the strategies within this plan do not support the inclusion of the child within the program, further reflection needs to occur.**

***Review dates are to be determined in consultation with all parties included in this plan**

***If unsafe behaviour continues, the suspension process may need to be enacted**

Appendix D- Response to Typical Behaviours

What are Typical Behaviours?

It is typical for children to exhibit behaviours that can push boundaries and be considered difficult or challenging, particularly in group settings. When determining what is typical, we need to draw on our professional knowledge of child development – with a focus on social and emotional development. We also need to consider external factors that may impact behaviours in the short and long term.

Typical Behaviours include:

- ✓ Aggression
- ✓ Crying
- ✓ Biting
- ✓ Pushing
- ✓ Snatching
- ✓ Withdrawal
- ✓ Testing boundaries

Typical behaviours are an opportunity to support emotional regulation, social and communication skills and resilience.

Typical behaviours require educators to:

- ✓ Respond to children/young people as the behaviours happen.
- ✓ Have patience.
- ✓ Show empathy.
- ✓ Support children/young people to regulate their emotions through co-regulation.
- ✓ Problem solve with children/young people to find resolutions to challenges.

Critically reflect together to consider how to support the child/young person, including the following strategies:

- ✓ Increase engagement to support the development of relationships with the child/young person and educators and between children/young people.
- ✓ Consider the role of physical comfort and intervention to support the child/young person to self-regulate emotions/manage behaviour.
- ✓ Adjust the environment (including routines and transitions), considering any identified triggers for the behaviour.
- ✓ Communicate with families (have you noticed the behaviour at home? What actions do you take?).
- ✓ LDC/Preschool – use the child’s cycle of planning to document an outcome in relation to the behaviour and to record progress notes (remember families read the cycle of planning so use strengths-based writing).
- ✓ OSHC – If useful, Educators can document behaviours and actions in a confidential way that supports and reflects the pedagogy of the service.
- ✓ Ensure all strategies are implemented consistently in response to the behaviour.
- ✓ Engage in ongoing critical reflection to update and adjust strategies (in consultation with families and children/young people) to ensure they remain effective and continue to be required.
- ✓ Use the ABC Chart (appendix B) as needed to monitor behaviours and triggers if they continue.

Appendix E- Response to challenging behaviour

What are Challenging Behaviours?

Challenging behaviours are *persistent behaviours* that are inappropriate to the context in which they occur, and which could have a negative influence on a child's/young person's life by limiting their relationships, friendships, development and learning.

When responding to challenging behaviour ensure:

- ✓ You are calm to support co-regulation.
- ✓ All children, educators and the environment are safe.
- ✓ Show empathy.
- ✓ Allow time and space for the child/young person to calm down behaviour engaging in problem-solving.
- ✓ Tune in to what the child/young person is trying to tell you with the behaviour.

Ensure your response is always:

- ✓ Calm
- ✓ Reasonable
- ✓ Shows empathy.
- ✓ Is respectful and maintains the dignity and rights of the child/young person.
- ✓ Is consistent.

Remember:

Physical intervention is reasonable only when it is used to '... prevent injury, disarm a child, separate fighting children, for self-defense ...'

Strategies to consider:

- ✓ Calm and regulate yourself to support co-regulation.
- ✓ Speak calmly to the child/young person.
- ✓ Allow the child/young person the time and space to calm down before problem-solving.
- ✓ Use clear and simple language.
- ✓ Use tone of voice for emphasis (e.g., lowering tone)
- ✓ Always speak to the child/young person and other staff about any action you are taking, including narrating what you intend to do for those around you.
- ✓ Label emotions you can see in the child/young person (show empathy).
- ✓ Engage the child/young person using strategies/plans developed for that child/young person.
- ✓ Use touch to calm or redirect the child/young person (e.g., holding hands, placing hands on shoulders etc.) where appropriate and where consent has been given.
- ✓ Offer the child/young person 2 choices.
- ✓ Ask for support from other educators where needed.
- ✓ If the child/young person is still dysregulated, remove them to a different space (using a team approach) if it is safe to do so, to reduce stimulation and sensory input OR move others in the group to a different space.
- ✓ Once calm, support the child in re-engaging in the program and when appropriate, spend time unpacking what happened and appropriate future responses with the child/young person.
- ✓ Fill out ABC Behaviour chart (appendix B).

Long-term response to challenging behaviour:

- ✓ Critically reflect as a team using observations from appendix B as a guide.
- ✓ Develop an inclusion plan (appendix C) in partnership with families and other appropriate stakeholders.
- ✓ Consult with other inclusion specialists where appropriate
- ✓ Consult with your Service Coordinator or Head office team.
- ✓ Ensure strategies in the Inclusion Plan are available to all staff who are working with the children, including rotational staff, casual staff and agency staff.
- ✓ Critically reflect on the Inclusion plan (appendix C) and evaluate the effectiveness of the strategies.
- ✓ Evaluate and update the Service's Strategic Inclusion Plan (SIP).

Appendix F- Response to Extreme behaviours

What are Extreme Behaviours?

Extreme behaviours are behaviours that are **intense and require and immediate response** to ensure the safety of children/young people and staff. They may include a child engaging in extreme self-injurious behaviours, hurting others repeatedly and uncontrollably, or throwing large/heavy equipment or materials. Due to the violent, loud or aggressive nature of this behaviour, it impacts the entire environment in which it occurs.

When responding to extreme behaviour ensure:

- ✓ You are calm to support co-regulation.
- ✓ Communicate to other educators and get their support.
- ✓ All children, educators and the environment are safe.
- ✓ Show empathy.
- ✓ Allow time and space for the child/young person to calm down behaviour engaging in problem-solving.
- ✓ Tune in to what the child/young person is trying to tell you with the behaviour.

Ensure your response is always:

- ✓ Calm
- ✓ Reasonable
- ✓ Shows empathy.
- ✓ Is respectful and maintains the dignity and rights of the child/young person.
- ✓ Is consistent.

Remember:

Physical intervention is reasonable only when it is used to '... prevent injury, disarm a child, separate fighting children, for self-defense ...'

Strategies to consider:

- ✓ Calm and regulate yourself to support co-regulation.
- ✓ Ensure the safety of yourself, other children/young people and other staff/adults. This may mean removing the other children/young people from the area or removing the child/young person who has the extreme behaviour **only if safe to do so**.
- ✓ Seek the support of another educator.
- ✓ Speak calmly to the child/young person.
- ✓ Allow the child/young person the time and space to calm down before problem-solving.
- ✓ Use clear and simple language.
- ✓ Use tone of voice for emphasis (e.g., lowering tone)
- ✓ **Always** speak to the child/young person and other staff about any action you are taking, including narrating what you intend to do for those around you.
- ✓ Label emotions you can see in the child/young person (*show empathy*).
- ✓ Engage the child/young person using strategies/plans developed for that child/young person.
- ✓ Use touch to calm or redirect the child/young person (e.g., holding hands, placing hands on shoulders etc. **only if it is safe to do so**) where appropriate and where consent has been given.
- ✓ Secure the child/young person by holding them more closely **if it is safe to do so**, hugging with firm pressure (deep pressure stimulation) to reassure and calm them **with their consent**.
- ✓ Continue to co-regulate with the child/young person reassuring them that you care and are there to help them calm down.
- ✓ Complete an ABC Behaviour Chart (appendix B).
- ✓ Critically reflect as a team using observations from appendix B as a guide.
- ✓ Develop an inclusion plan (appendix C) in partnership with families and other appropriate stakeholders.
- ✓ Ensure strategies in the Inclusion Plan are available to all staff who are working with the children, including rotational staff, casual staff and agency staff.
- ✓ Critically reflect on the Inclusion plan (appendix C) and evaluate the effectiveness of the strategies.
- ✓ Evaluate and update the Service's Strategic Inclusion Plan (SIP).
- ✓ Consult the Nominated Supervisor and ACI Manager

Considerations

Education and Care Services National Law

301	National Regulations
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Education and Care Services National Regulations

73	Educational program
155	Relationships with children
156	Relationships in groups
168	Education and care service must have policies and procedures

Education and Care Services National Quality Standards

Quality Area	Standard	Element
QA 1 Educational Program	1.1 Program 1.2 Practice	1.1.2 Child Centred 1.1.3 Program learning opportunities 1.2.2 Responsive teaching & scaffolding
QA 2 Health & Safety	2.2 Safety	2.2.1 Supervision
QA 4 Staffing	4.1 Staffing arrangements	4.1.1 Organisation of educators 4.1.2 Continuity of staff
QA 5 Relationships with children	5.1 Relationships between educators & children 5.2 Relationships between children	5.1.1 Positive educator to child interactions 5.1.2 Dignity & rights of the child 5.2.2 Self-regulation
QA 6 Collaborative partnership with families & communities	6.1 Supportive relationships with families 6.2 Collaborative partnerships	6.1.2 Parent views are supported 6.2.2 Access & Participation
QA 7 Governance and leadership	7.2 Leadership	7.2.3 Development of professionals

Other policies & documents

Enrolment	Management Committee
Supervision	Code of Conduct
Anti-bullying	Inclusion
KU Guiding Children's Behaviour in Practice, 2019	

Legislation

Children's Guardian Act 2019
Commission for Children and Young People Amendment Act 2005
United Nations Convention on the Rights of the Child
Child safe standards

end of policy

Endorsed by the Parent Management Committee on **27th March 2025**
 Behaviour Guidance policy to be reviewed by **27th September 2026**