



BEHAVIOUR GUIDANCE POLICY

Activity Centres Incorporated (ACI) is committed to providing environments where every child is safe, respected, included and supported to develop positive relationships and self-regulation. Behaviour is understood as communication of a need, and educators respond through strong relationships, active supervision, meaningful engagement, inclusive practice and developmentally appropriate guidance.

This policy supports educators to understand the needs of each child and to critically reflect on practice. It recognises that positive relationships and secure attachments can minimise challenging and extreme behavioural incidents and that educators require ongoing professional learning to develop their skills, knowledge and competence.

Child safety, rights and best interests are the paramount consideration in all behaviour guidance decisions and practices.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-Regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
QUALITY AREA 6: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service that is child safe.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S.5AA	Meaning of inappropriate conduct
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 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
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
183	Storage of records and other documents

RELATED POLICIES

Bullying (Children) Policy Child Protection Policy Educational Program Policy Communication Policy Incident, Injury, Trauma and Illness Policy Interaction with Children, Family and Staff Policy	Medical Conditions Policy Privacy and Confidentiality Policy Protected Disclosures (Whistleblower) Policy Maintenance of records Policy Enrolment & Orientation Policy Supervision Policy
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Related Child Safety Standards	
1	Child Safety is embedded in organisational leadership, governance and culture.
3	Families and Communities are informed and involved
4	Equity is upheld and diversity is taken into account.
5	People working with children are suitable and supported.
6	Processes to respond to complaints of Child abuse are child focused.
7	Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training.
8	Physical and online environments minimize the opportunity for abuse to occur.
9	Implementation of the Child Safe Standards is continuously reviewed and improvised.
10	Policies and Procedures document how the organisation is Child Safe

PURPOSE

The purpose of this policy is to ensure children are supported to develop the skills, knowledge and confidence to regulate their behaviour, communicate effectively, resolve conflict and participate positively in relationships and the program. ACI will use positive, respectful and strengths-based approaches that protect children's dignity and rights.

SCOPE

This policy applies to children, families, educators, staff, the Approved Provider, Parent Management Committee, Nominated Supervisors, Managers, students, volunteers, contractors and visitors across ACI services.

IMPLEMENTATION

ACI provides a positive, supportive and predictable environment where children have opportunities for agency, independence, play, learning and self-expression. Educators understand that children develop at different rates and that behaviour may communicate connection needs, communication barriers, emotional dysregulation, sensory needs, unmet needs or difficulty participating.

There are three key aspects to promoting positive behaviour:

1. Creating quality environments that are positive, supportive, engaging and developmentally appropriate.
2. Implementing guidance strategies that build skills, strengthen positive behaviour and support self-regulation.
3. Reviewing practice, environments, supervision and program experiences when behaviour persists, so that triggers and barriers to participation can be identified and addressed.



ACI's THREE RULES

- Be Safe.
- Be Responsible.
- Be Respectful.

Children are also expected to follow relevant school rules while using school environments and to work with peers and educators to create a safe and respectful space.

POSITIVE BEHAVIOUR GUIDANCE STRATEGIES

All educators and staff model appropriate behaviour and language and encourage positive relationships across ages, cultures, identities and abilities. Strategies are appropriate to each child's age, development, capacity, culture and circumstances.

- Build warm, respectful and trusting relationships and know each child's interests, strengths and needs.
- Use active supervision and engage meaningfully with children rather than supervising from a distance.
- Provide an interesting, inclusive, interest-based program that includes children's voices and choices.
- Use positive communication and acknowledge positive behaviour and effort.
- Use visual cues, prompting, redirection, re-teaching, choices, logical consequences and problem-solving conversations.
- Support children to name and communicate emotions and needs.
- Offer reasonable choices and opportunities for independence where there is no risk of physical or emotional harm.
- Adjust environments, routines, transitions, grouping and sensory input when triggers are identified.
- Allow appropriate time and space for a child to regulate, with supervision and educator support.
- After a child is calm, support re-engagement and, when appropriate, unpack what happened and identify future responses.
- Evaluate educator practice, program design, environment and supervision when challenging behaviour persists.

Educators should aim to respond calmly, reasonably, empathetically, respectfully and consistently. Educators must regulate themselves and seek support from another educator when needed.

INAPPROPRIATE DISCIPLINE AND INAPPROPRIATE CONDUCT

Corporal punishment and discipline that is unreasonable or inappropriate in the circumstances are not permitted. Children must not be subjected to threatening, intimidating, humiliating, degrading, hostile or otherwise inappropriate conduct. Educators must maintain children's dignity and rights and must not use behaviour guidance as punishment, retaliation, humiliation or to control a child. Concerns or allegations of inappropriate conduct must be responded to and reported in accordance with ACI's child protection, reportable conduct, complaints and incident procedures.

PHYSICAL INTERVENTION AND RESTRAINT

Physical intervention is not a behaviour-management strategy. Physical intervention may only be used where necessary to prevent injury, disarm a child, separate children who are fighting or for self-defence, and must be reasonable, proportionate and consistent with applicable requirements. The source policies identify emergency circumstances such as a child attempting to scale a fence, run onto a road, threaten others or behave destructively towards themselves or others.

Educators must prioritise safety, use the least restrictive response possible, seek assistance, communicate what they are doing and document and report incidents in accordance with ACI procedures. Any use of physical intervention must be critically reflected upon and reviewed.

COOL DOWN / TIME WITH

Where appropriate, a child may be supported to move to a quieter space near an educator to regain self-control. This must not be used as punitive isolation. The child remains supervised and supported, and educators continue to focus on co-regulation, safety and re-engagement.

UNDERSTANDING AND IDENTIFYING BEHAVIOURS

Behaviour should be considered in context. Educators should consider developmental stage, communication, relationships, sensory needs, environment, routines and transitions, culture, family circumstances, previous experiences and possible triggers. Educators should avoid diagnosing or labelling children.

The ABC Observation Chart (Appendix B) should be completed when there are concerns about behaviour. Observations should describe what was seen and heard rather than use judgemental language.

RESPONDING TO TYPICAL BEHAVIOURS

Typical behaviours may include aggression, crying, biting, pushing, snatching, withdrawal and testing boundaries. These behaviours provide opportunities to support emotional regulation, social and communication skills and resilience.

- Respond as the behaviour occurs with patience and empathy.
- Support co-regulation and help the child identify emotions and needs.
- Increase educator engagement and relationship-building.
- Adjust routines, transitions and the environment where triggers are identified.
- Communicate with families and ask what they notice at home and what strategies are helpful.
- Use strengths-based documentation and the cycle of planning where applicable.



- Problem-solve with children and support them to find safe resolutions.

RESPONDING TO CHALLENGING BEHAVIOURS

- Remain calm and regulate yourself to support co-regulation.
- Speak calmly using clear and simple language.
- Allow time and space for the child to calm before problem-solving.
- Label emotions and show empathy.
- Use strategies identified in the child's Inclusion Plan or other support plan.
- Offer two appropriate choices where possible.
- Seek support from another educator and rotate educators if this assists regulation.
- If safe, reduce stimulation by moving the child to another space with a team approach, or move other children away.
- Once calm, support re-engagement and discuss the incident when appropriate.

Educators should ensure all children, educators and the environment are safe while maintaining the child's dignity and rights.

RESPONDING TO EXTREME BEHAVIOURS

Extreme behaviours require an immediate safety response. Examples include extreme self-injury, repeated uncontrolled aggression, throwing large/heavy equipment or behaviour that significantly impacts the environment.

- Remain calm and seek support from another educator immediately.
- Ensure the safety of the child, other children and adults.
- Where safe, remove other children from the area or move the child to a safer space using a team approach.
- Maintain sight and appropriate supervision of the child.
- Control the environment rather than attempting to control the child.
- Use the least restrictive reasonable response and only use physical intervention where legally and professionally justified.
- Once the child is regulated, support re-engagement and appropriate reflection.
- Complete required documentation and notify the Nominated Supervisor/Manager and family as required.

INCLUSION PLAN PROCESS

An Inclusion Plan should be considered when a child has a disability or additional need, requires more intensive support to participate in the program, or repeated challenging or extreme behaviours have been identified. The following steps will be followed:

1. Begin completing the ABC Observation Chart (Appendix B).



2. Work collaboratively with the child, family, Inclusion Support Specialist and relevant educators/professionals to develop an Inclusion Plan (Appendix C).
3. Implement, monitor and review strategies with all educators who work with the child, including rotational, casual, agency staff and students as appropriate.
4. Critically reflect on the effectiveness of strategies and update the plan as required.
5. Where unsafe behaviour continues despite appropriate support and all reasonable avenues have been explored, the suspension process may be considered.

The Inclusion Plan is a collaborative process. The child's voice, family input and relevant professional perspectives should be included wherever appropriate.

STRATEGIC INCLUSION PLAN (SIP)

Each service will complete and review a Service/Strategic Inclusion Plan as required to identify how inclusive practices can be implemented with support from the relevant inclusion support agency. The Nominated Supervisor/ Coordinator will ensure relevant strategies are understood and implemented by the team.

DOCUMENTATION AND INCIDENT RESPONSE

- Document ongoing concerns in a strengths-based and factual manner.
- Complete ABC observations where concerns arise.
- Record relevant family and professional discussions confidentially.
- Complete incident, injury, illness and trauma documentation where required.
- Notify families of relevant incidents in accordance with ACI procedures and legislative timeframes.
- Escalate allegations or concerns regarding inappropriate conduct, abuse, neglect or harm in accordance with ACI child protection and reportable conduct procedures.
- Review practice after significant incidents and identify opportunities for improvement.

APPROVED PROVIDER / PARENT MANAGEMENT COMMITTEE RESPONSIBILITIES

- Support the Manager to ensure adequate resources and professional development are available.
- Maintain governance systems that support child safety and implementation of this policy.
- Engage in critical reflection with the Manager and Nominated Supervisor when the organisation is struggling to support an individual child.
- Act as the Approved Provider and have the final decision regarding a child's enrolment where suspension or termination is being considered, ensuring reasonable avenues for support have been exhausted.



MANAGER'S RESPONSIBILITIES

- Plan staffing and rosters to maintain consistency and predictability for children wherever possible.
- Support Nominated Supervisors/ Coordinators to critically reflect on educator practice, relationships, environments and quality interactions.
- Review ABC observations with Nominated Supervisors/Coordinators to identify practice and professional development needs.
- Direct teams to available behaviour guidance and inclusion resources.
- Support Inclusion Plan processes, including family and educator meetings where required.
- Ensure professional development opportunities are available, particularly where a need or area for growth has been identified.
- Guide critical reflection and continuous improvement.
- Ensure budgets provide for relevant professional development.
- Collaborate with Nominated Supervisors/Coordinators and educators when ongoing challenging behaviour, extreme behaviour or bullying behaviour occurs.
- Support access to inclusion support services and strategic inclusion planning.
- Liaise with the Parent Management Committee where ongoing inappropriate behaviour continues and reasonable avenues for inclusion and support have been exhausted.
- Meet with families when suspension or termination of care is being considered.

NOMINATED SUPERVISOR/COORDINATOR RESPONSIBILITIES

- Model and support educators to build secure, respectful relationships with children.
- Lead regular critical reflection about practice and pedagogy.
- Guide educators to complete ABC observations and identify professional development needs.
- Lead and support private, respectful conversations with families about behavioural concerns.
- Discuss observations and developmental considerations without diagnosing or labelling.
- Use professional knowledge to consider behaviour from multiple viewpoints, including the educator's role, environment and child development.
- Consider appropriate inclusion of technology in an Inclusion Plan where relevant.
- Ensure ongoing behavioural concerns are documented using strengths-based approaches.
- Provide regular refresher discussions and opportunities for professional learning.
- Provide time for reflection, planning and review of Inclusion Plans.
- Ensure all educators know this policy, procedures and relevant appendices.
- Contact the relevant Inclusion Support Agency where additional support is required.
- Ensure the service's SIP is completed and reviewed as required.



- Consult the Manager when suspension is being considered and support communication with families.
- Ensure relevant support and Inclusion Plan information is communicated to educators who need it to safely support the child.

EDUCATOR RESPONSIBILITIES

- Build respectful relationships and see each child from a strengths-based perspective.
- Recognise behaviour as communication and respond respectfully to the child's underlying needs.
- Engage children in meaningful, interest-based and play-based experiences.
- Uphold each child's dignity and rights and provide opportunities for children's voice and agency.
- Create interesting, inclusive and culturally responsive environments.
- Use the approved curriculum frameworks, including MTOP V2.0 and, where applicable, EYLF, to inform planning and engagement.
- Use knowledge of child development to understand individual differences.
- Build partnerships with families.
- Regulate themselves when responding to behaviour and seek another educator's support when needed.
- Narrate actions and communicate with colleagues when responding to behavioural situations.
- Use the appropriate behaviour response guidance in Appendices D, E and F.
- Document ongoing concerns and family/professional discussions in a strengths-based manner.
- Complete ABC observations when concerns arise.
- Follow Inclusion Plans and ensure relevant casual, agency, rotational staff and students understand their role.
- Raise developmental concerns with the Nominated Supervisor/Coordinator without diagnosing or labelling.
- Contribute to Inclusion Plans and critical reflection.
- Participate in professional development and remain current with behaviour guidance practices.
- Report suspected or witnessed inappropriate conduct or child protection concerns immediately in accordance with ACI procedures.

CHILDREN'S RESPONSIBILITIES AND RIGHTS

Children will:

- Follow ACI's three rules: Be Safe, Be Responsible and Be Respectful.
- Follow relevant school rules while using school environments.
- Work in partnership with peers and educators to create a safe and respectful environment.

Children have the right to:

- Feel safe.
- Play and participate without unreasonable interference from others.



- Be treated with respect and spoken to fairly and courteously.
- Be treated as an individual with dignity and value.
- Have their property respected.
- Have their views heard and considered in matters affecting them.

FAMILY RESPONSIBILITIES AND RIGHTS

- Share concerns and participate in meetings with educators and the Nominated Supervisor.
- Share relevant information that may affect a child's behaviour or wellbeing, such as changes in family circumstances, routines or relationships.
- Work collaboratively with educators and relevant professionals to develop and review Inclusion Plans.
- Provide consent where required for consultation with professional agencies or schools.
- Work with ACI to develop consistency in behaviour guidance strategies across home, school and the service.
- Families have the right to be treated courteously and professionally and to be advised of relevant issues, incidents or concerns regarding their child.

EDUCATORS' RIGHTS

- To be spoken to courteously by children, families and other educators.
- To be treated with respect.
- To perform their duties without harmful, stressful, intimidating or disruptive influences.
- To receive appropriate support from Management to undertake their responsibilities safely and effectively.

SUSPENSION AND TERMINATION OF CARE

Suspension is the temporary exclusion of a child from Activity Centres. Suspension may be considered where a child has continuously shown a lack of commitment to their Inclusion Plan and ACI rules, or where behaviour presents an ongoing safety concern.

Inclusion Plans and ABC observations will be considered when determining whether suspension is appropriate. Suspension may be required without an Inclusion Plan where physical violence occurred, at the discretion of the Nominated Supervisor/Coordinator in consultation with the Manager. Normally paid absent fees will apply during suspension periods.

The ACI suspension process is:

1. The Nominated Supervisor/Coordinator documents concerns, strategies attempted and relevant observations.
2. The Nominated Supervisor/Coordinator consults with the Manager and relevant educators.
3. The family is contacted to discuss concerns and proposed supports.
4. Where suspension is considered necessary, the Manager supports communication with the family and the required suspension arrangements.



5. Following suspension, the child's return to care and support strategies are reviewed.
6. If inappropriate behaviour continues after the child has been suspended from care three times, termination of care may be considered.
7. The Parent Management Committee, as Approved Provider, has the final decision regarding enrolment and will ensure reasonable avenues for inclusion and support have been exhausted.

Any suspension or termination decision must be managed consistently with applicable legislation, ACI policies and the child's safety, rights and best interests.

**First Suspension timeframe 1-3 days*

**Second Suspension timeframe 4-5 days*

**Third Suspension timeframe 10-20 days*

PROFESSIONAL LEARNING AND CRITICAL REFLECTION

ACI recognises that effective behaviour guidance requires ongoing professional learning. The Manager and Nominated Supervisor/Coordinator will identify training needs through observations, incidents, Inclusion Plans, ABC charts, staff reflection and service improvement processes.

- Behaviour guidance and self-regulation.
- Emotion coaching and co-regulation.
- Trauma-informed practice.
- Active supervision.
- Inclusive practice and additional needs.
- Child protection, reportable conduct and child safety.
- Reflective practice and pedagogical leadership.

RELATED RESOURCES

Appendix A – Educator Behaviour Engagement Plan

Appendix B – ABC Observation Chart

Appendix C – Inclusion Plan

Appendix D – Response to Typical Behaviours

Appendix E – Response to Challenging Behaviours

Appendix F – Response to Extreme Behaviours

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?](#)

REVIEW

POLICY REVIEWED BY	Jessie McCulloch, Natasha Foenander & Rachael Bajo	Role: Head office	Date: September 2026
ENDORSED BY 2 PARENT COMMITTEE MEMBERS (initial/date)	G.M & K.K (28/9/26)	UPDATES/MODIFICATIONS	-Adopted different layout -Included some updated information from the childcare desktop policy, but kept the core procedures and Appendix from ACI Policy -Updated regulations
NEXT REVIEW DATE: September 2027			

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
- 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
- Praise positive behaviour

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.
- 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

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:	1 st review date:
Days of attendance:	Plan created by:	2 nd 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