

POLICY/PROCEDURE NAME & REVIEW PROCESS	GUIDING CHILDRENS BEHAVIOUR POLICY This policy and procedure has been created to provide all stakeholders with clear guidelines and transparency to our practices and procedures. We welcome feedback and input from all stakeholders at any time and this policy is subject to review based on feedback or due date of annual review.
NATIONAL QUALITY STANDARD	QA5 RELATIONSHIPS WITH CHILDREN 5.1 Relationships between educators and children. 5.1.1 Positive educator to child interactions. 5.1.2 Dignity and rights of the child. 5.2 RELATIONSHIPS BETWEEN CHILDREN 5.2.1 Collaborative learning. 5.2.2 Self-regulation.
NATIONAL LAW AND REGULATIONS	84- Awareness of child protection law 170-Policies and procedures to be followed 171-Policies and procedures to be kept available 172- Notification of change to policies or procedures
RELATED POLICIES and RECORDS	<ul style="list-style-type: none"> Behaviour management plan record Behaviour review record Behaviour observation record Behaviour management book Biting room record Biting management record Biting management book Child protection policy Incident injury trauma and illness record
SCOPE OF POLICY	This policy applies to all children, educators, families, management, students, volunteers, and visitors at our service.
AIM OF POLICY	To ensure that our service has strong guidelines, procedures, and practices in place regarding children's behaviour. Educators aim to protect children from the adverse behaviour of other children. Educators will guide children to understand and implement acceptable social behaviour. Behaviour guidance strategies will not involve any demeaning practices, children will not be punished, humiliated, yelled at, or physically punished. Children who attend the service will be supported in order to ensure their safety, wellbeing, and protection. Our aim is to provide a clear policy, implement the policy, support practices relating to the policy, train staff regarding the policy and maintain and update the compliance of the policy for all our stakeholders.
SERVICE IMPLEMENTATION	Implementation Children need adults to teach, guide, and support them as they grow and learn. Educators play an important role in guiding children's behaviour in positive, supportive ways. Guidance is needed while appropriate behaviour is happening, as well as before, during and after inappropriate behaviour is displayed. Being able to consistently regulate their own feelings and behaviour is a major task for a young child. <i>Corporal punishment and unreasonable discipline are not permitted in children's services, not only because the child may be physically harmed, but also because it always has detrimental effects on the child's self-esteem and feelings of security. (Department of Education and Training Victoria)</i> When guiding children's behaviour, we must always ensure that we meet obligations: <ul style="list-style-type: none"> Children's services must ensure no child being cared for or educated by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances (section 28) Children's services must ensure that every reasonable precaution is taken to protect children being cared for or educated by the service from harm and any hazard likely to cause injury (section 26) <i>Children's Services Act 1996 (Victorian Act) and Children's Services Regulations 2009 (Victorian Regulations)</i> Positive and supportive guidance helps children to learn to self-regulate and find appropriate ways to express their wants, needs, views and feelings. Strong supportive relationships with educators and peers will enable children to:

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- *Develop their confidence and a strong sense of identity.*
 - *Develop effective communication skills and the ability to express themselves effectively.*
 - *Participate in collaborative learning and build meaningful relationships with others.*
 - *Regulate their own behaviour and learn to negotiate complex social situations and relationships.*
- (Guide to the National Quality Framework)

In order to assist children to control their behaviour educators need to provide support through the following:

Environment – Children who are engaged are less likely to display challenging behaviours.

Educators should ensure that the environment is set up to allow for space and the ability to play in a relaxed calm setting. This can be achieved by:

- Providing interesting and age-appropriate equipment, materials, and activities.
- Ensure the children are given access to outdoor play at different times throughout the day ensuring that the environment is set up so that children can engage according to their abilities and interests. Extend on the indoor program if the interest is strong.
- Providing age-appropriate materials and resources that are plentiful in number to avoid conflict over sharing small quantities of resources. It is better to have ten of the same resource than ten different resources.
- Teach children how to respect the environment that they play in by showing children how to care for resources, respect books and complete puzzles and pack away properly before moving on to the next resource or activity.
- Limit the number of children in areas, placing four chairs only at a table activity, one entry into an area and one out, ensure the busy areas such as home corner and block play are large enough to cater for more than a couple of children, ensure there are quiet spaces for solitary play and relaxing.
- Ensure that music is not used as background noise especially when the room is noisy, play music as an activity for singing or dancing be mindful of the volume of the music and take into consideration the noise level if children with additional needs are in attendance.
- Arrange the environment so that there is easy movement throughout the room but don't set up room so that there are large spaces to run around in, set up designated areas for art, blocks, reading and free play. Often children exhibit negative behaviours simply because of the environment, involve the children in room changes and positioning of designated areas.

Flexible routine – children seek routine, and this is important for them to predict change and transition time. Educators will provide a flexible routine which allows for eating, play, relaxing, sleep and activities within groups, individually and with educators.

- Ensure routines or transition times are relaxed and children are not being rushed through toileting eating and activities that they are enjoying, focus on chunks of time for children to properly engage. It is also important to read the room and if the program choices aren't working then educators must change tactics e.g., head outdoors prior to lunch to release energy.

Strategies for guiding positive behaviour.

Prevention- Set clear, consistent, and simple limits - limits should be few in number and be consistently reinforced so that they are easy for children to follow- example “we walk inside” “we wash our hands before eating” Strategies work better if educators are establishing positive relationships, which are the foundation for building children's self-respect, self-worth, and feelings of security.

Give easy to understand explanations for limits- When children understand the reasons for limits, they are more likely to follow them. It's important to explain the reason for the limit. Example – “we keep the sand low so that we don't get it in our eyes.”

Discuss limits in a positive way, rather than in a negative way - When educators focus on what to do rather than not what to do, they reinforce appropriate behaviour and decrease a negative response from children. Example - “Walk inside” rather than “Don't run” “Turn the pages gently” rather than “be careful with the book.”

Focus on the behaviour, rather than on the child - Focussing on the child's behaviour rather than the child helps to reinforce positive learning. Shaming a child is not the way to teach behaviour. Example - “when you hit your friend, it makes him sad” rather than “hitting is bad.”

Say what is expected, rather than ask -It is important to state, rather than to ask when establishing limits or expected behaviours. Asking questions implies that the child has a choice when there may

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not be a choice. Example – “time to clean up now” rather than “will you help me clean-up?” “Get down to childrens level so that you are looking at them rather than standing above them.

Provide choices - Providing choices for young children can often help to avoid power struggles. Choices should only be offered when they are appropriate. Example – ‘Do you want carrot sticks or celery sticks with your dip” rather than “eat more vegetables please.”

Give children enough time to respond to expectations- Children respond better when they are prepared for what’s next. By preparing them for change and allowing them time to prepare they will react better. Example - “In five minutes, it will be time to pack away.” Rather than: “Pack away now.”

Show respect for children- Talk to children about misbehaviour in private, rather than in front of others. Remind them of reasons for rules and discuss what they can do differently.

Catch children being “good”- All children want attention. It is better to give them positive attention for good behaviour than negative attention for misbehaviour. Comment on something positive about each child, each day. Better yet, strive for several times a day. Share the good news, when children have done something positive, mention it to other children and to parents.

Redirection is a simple and effective way to prevent undesirable or inappropriate behaviour. There are several ways educators can do this and all of them can be used with all age groups. Educators must modify strategies and language to match the age of the child/children and the behaviour being exhibited.

Methods of redirection include:

- Distraction.
- Ignore attention-seeking behaviour.
- Assist the child to identify and solve problems for themselves.
- Don’t provide choices in situations where there is no choice.

Behaviour management procedure

When children are repeatedly displaying challenging behaviour, our educators will record, and complete **behaviour observation record** a **behaviour review record** and a **behaviour management plan record**. A **behaviour management plan record** is a process of how educators will observe, plan, implement, evaluate, and document strategies that reflect children play and interactions. Examples include swearing, hitting, smacking, kicking, biting, bullying other children or educators and or potentially causing harm to themselves.

Implementation

- Educators who are experiencing disruptive behaviour from children will complete a **behaviour observation record**. It is recommended to complete at least 2 **behaviour observation records** to start with and present each record to the nominated supervisor to file and sign before moving on to a **Behaviour review record**. Educators can also use the **behaviour management book** that contains all documentation to complete this process.
- At least 4 observations in total must be completed in total before moving onto a **behaviour management plan record**.
- Educators who are experiencing disruptive behaviour must inform the nominated supervisor that they are commencing on a series of observations so that they are fully informed and can assist staff.
- Educators must complete an **Incident injury trauma and Illness record** if there is an incident where a child or educator is physically injured. One for the child who injured and one for the child or educator injured. When completing the record, educators are to maintain confidentiality and ensure the names of other children/parties involved are not disclosed.
- Once there are 4 observations completed, inform the nominated supervisor that you are commencing a **behaviour management plan record** as further family involvement in the form of a meeting will need to commence after this plan is completed and this plan will form the basis of support required for future care for the child.
- Think about the following before moving on to a plan. Have you seen the behaviour? - Has anything changed recently for the child, have they experienced an adverse life event e.g., Parent divorce, death in the family? Has the child experienced any form of abuse, neglect or trauma including family violence? - Has the child been exposed to other forms of violence - Does the child exhibit signs of an insecure base, poor attachments, have lack of developmental assets, and/or poor self- regulation? - What is the child attempting to communicate through their

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behaviour? - Are there any known, observed, or self-identified (by child) triggers for their behaviour?

- Once you commence, identify, and utilise the child's strengths and interests in developing strategies to address behaviour when formulating the **behaviour management plan record**.
- Ensure that staff are evaluating and monitoring behaviour guidance strategies and plans and assisting child to reach goals.
- Consult external support agency personnel if required after consulting with family and nominated supervisor.

Biting

Biting is not an uncommon behaviour amongst young children, particularly if they do not yet have the words or social skills to express their wishes, needs, and frustrations. As children's social and language skills develop, they learn to use communication as the tool to express their needs and feelings and are less likely to bite. Children are more likely to bite if they are teething, frustrated or tired and over stimulated. Biting often worries and upsets both the parent of the child that was bitten, and the parents of the child that did the biting.

Biting procedure

- Educators must be aware of which children are likely to bite. That is, those frustrated, overtired, or developing language and social skills.
- Educators will divert the child and prevent biting where possible, include shadowing as a strategy whenever possible.
- Ensure there is enough space for children to have freedom of movement and enough resources to minimise conflict.
- Be aware of trouble times e.g., new children in the group, children transitioning between rooms, transition from active to quiet play.
- Position yourself so that you can quickly intervene and redirect the child.
- Establish eye contact and speak clearly and firmly.
- Be consistent in your response and ensure all educators use the same words when responding to a biting incident.
- Attend to the child that was bitten, reassure and comfort them, attend to any wound whilst limiting immediate attention to the child who has bitten so that you don't encourage more biting as a way to gain attention.
- As soon as possible following the biting incident, acknowledge the child who bit for any positive behaviour unrelated to the biting.
- Document the incident on the **injury incident trauma and illness record** for both children and complete a **biting room record**.
- **The biting room record** must be completed each time a child bites another child or educator and if there are more than 2 incidents of biting then educators will commence completing a **biting management record** and must ensure the nominated supervisor is informed. Educators can also use the **biting management book** that contains all documentation to complete this process.
- Look critically at the environment and the program to ensure that either is not adding to the situation.
- Reflect on the effectiveness of your supervision and engagement with the children.
- Over time biting should be reduced and if it continues intervention from professional services may be required in consultation with the nominated supervisor.

Each member of the team plays an important role in the implementation of each policies guidelines, and they are outlined as below but not limited to the following:

The Approved Provider

- Will ensure that obligations under the Education and Care Services National Law and National Regulations are met.
- Will ensure they take reasonable steps to ensure that the nominated supervisor, educators, staff, and volunteers follow the policy and procedures.
- Will ensure they provide the nominated supervisor, educators, staff and volunteers the documentation to perform their role, follow policy, procedure, and document according to regulatory and service requirements.

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- Will ensure that adequate induction process is provided to all staff to ensure they have time to read and understand policies and procedures and seek further information if unsure.
- Will ensure that the nominated supervisor and staff are equipped with ongoing professional development and training they require to comply with this policy.
- Will encourage feedback from stakeholders regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns.
- Will ensure the policy is kept up to date with current legislation, research, and best practice.

The Nominated Supervisor

- Will adhere to and implement the obligations under the Education and Care Services National Law and National Regulations.
- Will ensure they take reasonable steps to ensure that the educators, staff, and volunteers follow the policy and procedures.
- Will ensure they provide the educators, staff and volunteers the documentation to perform their role, follow policy and procedure and ensure they are checking the documentation according to regulatory and service requirements.
- Will ensure that a rigorous recruitment process is completed, and a thorough induction process is provided to all staff to ensure they have time to read and understand policies and procedures and seek further information if unsure.
- Will ensure that the staff are supported with ongoing professional development and training they require to comply with this policy.
- Will encourage feedback from stakeholders and staff regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns.
- Will ensure the policy is kept up to date with current legislation, research, and best practice.
- Will conduct regular staff meetings to address policy compliance with legislation, policy implementation, changes to policy and or collect feedback for annual review of policy.

Educators

- Will provide a varied program that allows children to have access to both quiet and active experiences.
- Will provide consistent expectations of appropriate behaviour, and where inappropriate behaviour is displayed respond to this immediately in a calm controlled way.
- Will treat children with respect at all times.
- Strategies will be used to guide behaviour in a manner that will not make the child feel humiliated or threatened.
- Will focus on the strengths of the child.
- Will use supportive, positive words when guiding children's behaviour towards the desired outcome.
- Will provide children with the language they need to resolve conflict or to ask for assistance, such as "Stop I don't like that."
- Will use "Redirection" of a child to assist in resolving a situation.
- Will label the behaviour and not label the child, such as "I really like how everyone is sharing the toys."
- Will involve the children in the development of "rules/limits" so that children can take ownership and be committed to these.
- Will discuss with nominated supervisor any behavioural concerns and together develop a strategy based on observations of the child's behaviour so that it can be discussed with the family.
- Will adhere to and implement the obligations under the Education and Care Services National Law and National Regulations.
- Will ensure they take reasonable steps to follow the service policy and procedures and seek advice or further support if unsure.
- Will ensure they complete and document any related records regarding the implementation of this policy and practice requirements of the service.
- Will attend any ongoing professional development, staff meetings and training they require to comply with this policy and practice requirements of the service.
- Will provide feedback to the nominated supervisor or approved provider regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns.

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	<ul style="list-style-type: none"> Will provide feedback regarding policy review when required. <p>Families</p> <ul style="list-style-type: none"> Will be expected to share information with educators regarding their child to ensure that consistent positive guidance strategies are implemented at the service, as well as at home. Will openly communicate with staff and management to ensure that they are working towards the same outcome. Should attend any meetings requested by nominated supervisor in regard to their child's behaviours and be open to discuss strategies, support, and plans. Will be aware that failure to collaborate with service may result in end of care for your child. Will ensure that under no circumstances are they allowed to approach a child or a family in relation to the behaviour of their own or another child.
REGULATION IMPLEMENTATION	The following procedures outline and support all stakeholders to understand and implement the regulatory guidelines of this policy.
In regard to Regulation 84 – awareness of child protection law	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure that nominated supervisor and all staff at the service are aware of the current child protection law in the provider's jurisdiction and understand their obligations under that law. Ensure that nominated supervisor and all staff are aware that it is an offence under the National Law to subject a child being educated and cared for by an approved service to any form of corporal punishment, or any discipline that is unreasonable in the circumstances. Approved Provider is committed to ensuring that nominated supervisor and staff follow all state and territory government procedures to protect children within the service. Ensure that nominated supervisor and staff are aware of their commitment to child protection, their mandatory obligation and ensure there are clear procedures in place for reporting suspected child abuse as per the child protection policy. Ensure nominated supervisor and staff keep up to date and comply with any relevant changes in legislation and practices in relation to this policy. Practices are in place to ensure that all staff, volunteers, and students hold a current Working with Children Check prior to commencement of employment, and it is checked according to state regulations. Ensure that nominated supervisor will update child protection annually. Ensure that no volunteers/students, parents/guardians, and other visitors to the service are left alone individual children or groups of children. Ensure where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the service premises. Ensure nominated supervisor, educators, staff, volunteers, and students undertake appropriate training and education on child protection, including recognising the signs and symptoms of child abuse know how to respond, and understand processes for reporting and managing concerns/incidents. Ensure the nominated supervisor understands their obligation of reporting any suspected harm or abuse of a child to the regulatory authority. Ensure that the child safe environment policy and procedures are implemented, the appropriate risk assessments and action plans are completed, and all identified actions are taken to minimise the risks to children's health and safety. Ensure all staff have undertaken current child protection legislation training, including mandatory reporting requirements and obligations in their state/territory. If not, develop a plan to ensure training is undertaken in a suitable timeframe and updated annually.
In regard to regulation 170- Policies and procedures to be followed.	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure that all staff and volunteers are made aware of regulatory policies and procedures by ensuring that this forms a part of the induction process. Ensure probationary reviews will be conducted once new staff are appointed at the 3- month and 6-month mark to ensure that they are following policy and procedure and to review and revise regulatory policies. Ensure staff meetings will be conducted on a regular basis to allow for review of policy and procedure and further training and revision of procedural practices in relation to policy and procedure.

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	<ul style="list-style-type: none"> Ensure annual review and revision of policies and procedures will be conducted, and all educators will be given the opportunity for input.
In regard to Regulation 171- Policies and procedures to be kept available.	Approved Provider will <ul style="list-style-type: none"> Ensure that policies and procedures are available to all staff and the location and availability will form a part of the induction process. Ensure policies will be available on request for all staff members to have access when required. Ensure policies will be available when required for staff members to download copies and/or print out if required in order to complete assignments or to form part of their research and/ or update their knowledge. Ensure policies will be available for all stakeholders when requested and when updating.
In regard to Regulation 172- Notification of change to policies or procedures	Approved Provider will <ul style="list-style-type: none"> Ensure staff meetings will be conducted on a regular basis to allow for review of policy and procedure, provide further training and allow for input if required in relation to policy and procedure. Ensure stakeholders will be invited to provide feedback for policies and procedures at any time, not just on annual review but will also be invited to add feedback at review time or after an event that may require change to policy or procedure. Ensure policies and procedures will be emailed or put on display in the foyer for stakeholders to have the ability to provide feedback. Ensure feedback will be considered from stakeholders and educators and may result in a change in policy. Ensure policy and procedure may be changed at any time if there has been an incident in the service that has required a change to be implemented for the safety and health of children and or educators. <p>Ensure in the event of a change to a policy after feedback or a situation that occurs, we will provide 14 days' notice to all stakeholders before the change takes effect.</p>
CONTINUOUS IMPROVEMENT	<p>We are dedicated to the ongoing improvement of our practices and procedures through the following actions:</p> <ul style="list-style-type: none"> Conducting regular reviews and updates of this policy with all stakeholders. Actively seeking feedback from children, families, and staff members. Providing targeted skill development and training for staff when areas for improvement are identified or when gaps in policy and procedure implementation are observed.
KEY TERMS	<ul style="list-style-type: none"> Stakeholder - a person or group of people who have an interest in a business, a person such as an employee or customer. They have a sense of responsibility toward it and an interest in its success.
WE GRATEFULLY ACKNOWLEDGE THE FOLLOWING SOURCES	<ul style="list-style-type: none"> Australian Children's Education & Care Quality Authority. ACECQA Code of Ethics Child Australia Education and Care Services National Regulations. Education and Care Services National Law Act 2010. Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. Guide to the National Quality Framework. National Quality Standard. Raising Children Network (Australia) Limited - Encouraging good behaviour: 15 tips – suitable for 1-8yrs. Starting Blocks United Convention on the Rights of the Child

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