

Quality Area 1: Educational Program and Practice

Positive Behaviour



Introduction

The right for children to receive positive guidance and encouragement in a supportive and respectful environment is promoted within Education and Care Services National Regulations. Children learn to face a variety of challenges throughout their lives and through this, develop not only self-regulation, but positive dispositions such as resilience and perseverance. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments when interacting with peers and adults.

In line with the Early Childhood Code of Ethics which staff adhere to, educators at Kootingal & District Preschool will ensure that children's behaviour is supported and guided to provide a nurturing, safe and caring environment where children can confidently engage, think, participate and learn. Our preschool believes that educators play an important role in guiding and nurturing each child to reach their full potential both in their family and the broader community. Providing a safe environment for all educators and other workers is also of the utmost importance. Our primary aim is to provide a 'safe place' for children to play, learn and grow.

Goals – What are we going to do?

We aim to create positive relationships with children by helping them to feel safe, secure, and supported within our service. We will ensure children are treated fairly and equitably and with respect and consistency, as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop self-regulation skills is a primary goal for educators and families. This is embedded in fundamental documents including the Early Years Learning Framework, V2.0, Education and Care Services National Regulations, and the National Quality Standard.

Strategies – To achieve our goals

Procedures

Kootingal & District Preschool practices will:

- Always model behaviours, language, self-discipline and attitudes which will support individual family's beliefs for their child's behaviour.
- At all times, be mindful of the health and safety of all children and educators when responding to a child's behaviour.
- Encourage children to develop respect for each other – being kind, caring, supportive and accepting of other children.
- Support behaviours based on the development of self-regulation, understanding and appreciation of other's needs, rights and feelings.
- Be aware of each individual child's abilities, development and needs when guiding behaviours.

- Children are encouraged to articulate their feelings and be confident in taking measures to feel safe and protected. This includes intentional teaching in the form of being encouraged to use the following phrase in a loud voice:
 - “Stop it. I don’t like it.”, if another child makes them feel uncomfortable or unsafe.
- In addition, each child is encouraged to seek the assistance of an educator to help diffuse or resolve the situation.
- Any form of redirection or discussion will be in full accordance with the Code Ethics where it is stated - “In relation to children I will:
 - Recognise children as active citizens participating in different communities such as family, children’s services and schools
 - Create and maintain safe, healthy environments, spaces and places, which enhance children’s learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.
 - Work to ensure families with additional needs can exercise their rights”.
- This is also supported in the National Quality Standards 4.2.2 which states:
 - ‘Professional standards guide practice, interactions and relationships.’ and Standard 5.1.1: ‘Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.’
- Standard 5.2 says: ‘Each child is supported to build and maintain sensitive and responsive relationships.’
- In accordance with the above code, educators at all times will be mindful of the individual child’s need for respect as well as the need to provide a safe learning environment.
- Educators use calm, positive and gentle direction to help the children feel safe.
- Every child is given positive guidance toward becoming an active social member of the Preschool and broader community.
- Educators use positive techniques of guidance, redirection and reinforcement rather than promoting competition, comparison or criticism.
- Consistent and clear expectations are in place at all times, with the children being encouraged to self-regulate according to their own ability and development. Where children are unable to self-regulate they are supported by educators to co-regulate with educators modelling appropriate and affective regulation strategies. Educators may use teaching aids and visuals as appropriate.
- All educators use the same guidance techniques to provide consistency and routine.
- The kind, caring environment of Kootingal & District Preschool provides a great environment for children to play learn and grow in a positive way.
- Kootingal & District Preschool believes that children are capable of developing their own behaviour expectations and rules with appropriate support and educators will be guided by discussions with the children on what they consider to be safe and positive behaviours.
- At all times encourage, recognise and celebrate a child’s achievements.

It is the responsibility of the provider of an education and care facility to provide a safe environment for all who attend.

Risk management procedures are carried out within our education and care facility regarding equipment, procedures and routines, and may also be carried out when the behaviours of a child are putting other children or workers at risk.

The Work Health and Safety Bill 2011:

Div 2 3 (1) (a) states:

- 'protecting workers and other persons against harm to their health, safety and welfare through the elimination or minimization of risks arising from work or from specified types of substances or plant'

Div 2 19 (1) Primary duty of care states:

- A person conducting a business or undertaking must ensure, so far as is reasonably practicable, the health and safety of,

a) Workers engaged or caused to be engaged by the person while the workers are at work in the business or undertaking.

If a child's behaviours continue to impede or interrupt the learning of themselves or other children, or cause harm or injury to children or educators, then further consultation with families will occur and a plan made for moving forward.

- A child who is unable to self-regulate their behaviours and reactions causing harm to themselves or others, may be held calmly when necessary.
- Following co-regulation strategies may include:
 - Children don't like to be out of control so a calm voice can often assist them to feel safe and secure.
 - "Educators will acknowledge the child's emotions using supportive language such as, 'I can see you are feeling really upset/angry right now. I am here to help keep everyone safe. I can't let anyone get hurt.' Where required, educators will use supportive co-regulation strategies and, only if necessary to maintain safety, the least restrictive physical support. The use of visuals to promote their ability to express themselves is often effective.
 - At all times our aim is to encourage and work with each child to enable them to move from requiring maximum physical support to a minimum level of support.
 - The temporary removal of a child from a particular play situation can often assist the child to co-regulate their behavior.
 - Removal from the Education & Care Service is at all times the last action. All strategies and procedures would have been implemented before staff reach this decision. This decision will only be considered where it is determined that, at that time, the child is unable to safely participate in the educational environment and there are significant concerns for the safety and wellbeing of the child, other children, or educators. Any decision will be made in partnership with families and relevant supports, with a focus on the child's rights, wellbeing, and successful inclusion."
- Throughout every stage of this process, respectful and ongoing communication with families will occur through conversations, emails, and phone calls. The service is committed to working in partnership with families, ensuring that the rights, perspectives, and decisions of families are acknowledged and respected. Where appropriate, families may be encouraged and supported to access relevant health

professionals or specialist services to assist in understanding and meeting the child’s needs. Where ongoing concerns remain regarding the child’s safety, wellbeing, or ability to safely participate in the educational program, and recommended supports have not been accessed or implemented, the service may need to review its capacity to continue providing appropriate care and education for the child. Any such decision would be made in consultation with families and with consideration of the child’s best interests, inclusion, and the safety and wellbeing of all children and educators.

Inappropriate Discipline

Any form of corporal punishment, or any discipline that is unreasonable or inappropriate is not permitted at any time when children are being educated and cared for by an education and care service. Staff are made aware of interactions and practices with children that are classified as unreasonable or inappropriate discipline.

Roles and Responsibilities

Role	Authority/Responsibility For
Approved Provider/ Nominated Supervisor	<ul style="list-style-type: none"> ➤ Ensure obligations under the Education and Care Services National Law and National Regulations are met ➤ Ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and procedure ➤ Ensure all new employees, students and volunteers are provided with a copy of this policy as part of their induction process ➤ Ensure families are aware of this <i>Positive Behaviour</i> policy ➤ Ensure no child being educated and cared for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances (S.166 National Law) ➤ Ensure every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury ➤ Ensure each Nominated S upervisor and person in day-to-day charge of the Service has completed child protection training (Section 162A of the National Law) ➤ Ensure staff records include evidence of the approved training completed by staff members (Reg.147) ➤ Connections are built between our service and local primary schools to support positive learning environments during transition to school ➤ Behaviour guidance does not involve making judgements about children or their families ➤ Information is gathered from families about their children’s social skills, relationship preferences, family and cultural values which will be recorded in the child’s individual file. Educators use this information to engage children in experiences that support children to develop and practice their social and decision-making skills ➤ Positive and respectful relationships with children are established and maintained ➤ Children are empowered to use language and other forms of non-hurtful communication to communicate their emotions ➤ Positive, empathetic relationships are promoted between children assisting them to develop respectful relationships ➤ The dignity and rights of each child are maintained at all times

	<ul style="list-style-type: none"> ➤ Positive and inclusive strategies are implemented to enable educators to encourage positive behaviour in children to minimise adverse behaviour ➤ General information about behaviour guidance is provided to families Aa partnership is developed with other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file ➤ Excessive or challenging behaviour is managed and communicated with families ➤ Strategies are implemented to re-direct a child who may be causing or about to cause harm to himself or herself, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include an incident where a child places him/herself in a dangerous situation, for example, climbing a fence or hiding in a potentially dangerous position. Safety is a priority, and this may mean using physical re-direction in which an educator will actually remove the child from the harmful situation if required. It may be necessary to remove other children from the area while the child calms down ➤ Families are notified and the incident/behaviour is addressed sensitively. In an instance where a child or children's safety has been jeopardised, parents are required to sign the <i>Behaviour Incident Report</i>. Should the behaviour continue, the child's behaviour is observed and carefully documented. Additional information is collated related to the context and behaviour guidance strategies implemented ➤ A meeting with the child's parents/carers and educator may be arranged to discuss any behaviours or concerns that have been observed. A <i>Behaviour Guidance Plan or Individual Learning Plan</i> may be developed in consultation with families and other health professionals as required ➤ Families and professional agencies are consulted to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties ➤ <i>Behaviour Guidance Plans</i> are to be reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan in consultation with the child's family ➤ Application for additional support for educators to build their capacity and capabilities to include children with additional needs will be made through the Inclusion Support Program ➤ Notification is made to the regulatory authority within the legislated time frames of any circumstance that poses a risk to the health, safety and wellbeing of a child or children, or of any complaint alleging that a serious incident has occurred at the service ➤ notification is made to the regulatory authority and to the children's commissioner, child protection agencies or the police of any incident of inappropriate discipline.
Early Childhood Educators	<ul style="list-style-type: none"> ➤ Encourage and support each child's social and emotional development, striving to develop children's self-regulation and an understanding of the feelings of others ➤ Actively work with younger children to promote and role-model positive ways to interact with others ➤ Teach behavioural expectations

- Support appropriate behaviour- visual cues, prompting, positive verbal feedback and quality learning environments
- Provide children with positive guidance and encouragement toward acceptable behaviour
- Promote children’s initiative and agency
- Actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others
- At all times provide positive role-modelling in their dealings with children, other educators and staff, and families
- Discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines
- Guide children’s behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.
- Talk calmly with children about the consequence of their actions, and the reason for rules
- Use corrective consequences - prompt, redirect, re-teach, provide choice, logical consequence, conference with child and educator
- Provide positive feedback and focus on children’s strengths and achievements and build on their abilities
- take into consideration the child’s past experiences as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence
- Be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour
- Adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions or words
- Commit to professional development and keep up to date with industry information regarding behaviour guidance strategies
- Support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others
- Participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules
- Provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns
- Encourage children to listen to other people’s ideas, consider pro-communal and unselfish behaviour and collaborate and negotiate in problem solving situations
- Listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions
- Guide children to remove themselves from situations where they are experiencing frustration, anger, or fear

	<ul style="list-style-type: none"> ➤ Support children to negotiate their rights and rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity ➤ Learn about children’s relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills ➤ Use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children’s behaviour with them ➤ Remain calm, respectful and tolerant as they encourage children who are strongly expressing distress, frustration or anger ➤ Guide children’s behaviour with a focus on preserving and promoting children’s self-esteem as they learn to self-regulate their behaviour ➤ Contribute to and ensure <i>Individual Learning Plans</i> are followed
Families	<ul style="list-style-type: none"> ➤ Families may be encouraged to seek professional advice or additional support, where appropriate, to assist in understanding and responding to their child’s individual strengths, needs, and wellbeing. ➤ Work collaboratively with educators and professional agencies when required in order to develop a broader understanding of the child’s developmental level and share any recent events which may be influencing the child's behaviour ➤ Consult with educators and provide consent when the service is applying for Inclusion Support Funding ➤ Families will be encouraged to work in partnership with educators and, where appropriate, relevant health professionals in the development and review of a Behaviour Guidance Plan or Individual Learning Plan. Where ongoing concerns remain regarding the child’s safety, wellbeing, or ability to safely participate in the program, the service may review appropriate adjustments and supports in consultation with families and relevant professionals. In some circumstances, this may include consideration of modified attendance arrangements or a review of the service’s capacity to continue providing appropriate care, ensuring that any decisions are made in the best interests of the child and the safety and wellbeing of all children and educators. ➤ Create consistency in behaviour guidance strategies used at the service and at home. ➤ Abide by the <i>Positive Behaviour</i> policy

Monitoring, Evaluation and Review

Management and staff will monitor and review the effectiveness of the *Title* policy regularly. Updated information will be incorporated as needed.

Kootingal & District Preschool will have a safe and healthy work environment for educators, visitors, and families.

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this policy every two years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with Regulation 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change

to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family’s ability to utilise the service; the fees charged or the way in which fees are collected.

Links to other policies:

Workplace Health & Safety

Interactions with Children

Family Participation & Communication

Anti-bias & Inclusion

Supervision

Additional Support Needs

Privacy & Confidentiality

Medical Conditions

Privacy & Confidentiality

Complies with:

NQS

Quality Area 2		Children’s health and safety
Element	2.1.1	Wellbeing and comfort
Element	2.2.1	Supervision
Quality Area 5		Relationships with children
Standard	5.1	<i>Relationships between educators and children</i>
Element	5.1.1	Positive educator to child interactions
Element	5.1.2	Dignity and rights of the child
Standard	5.2	<i>Relationships with children</i>
Element	5.2.1	Collaborative learning
Element	5.2.2	Self-regulation
Quality Area 6		Partnerships with families and communities
Standard	6.1	<i>Supportive relationships with families</i>
Quality Area 7		Governance and leadership
Standard	7.1	<i>Governance</i>
Element	7.1.2	Management systems

National Regulations

Reg	12	Meaning of serious incident
Reg	84	Awareness of child protection law
Reg	147	Staff members [records]
Reg	155	Interactions with children
Reg	156	Relationships in groups
Reg	168	Education and care service must have policies and procedures
Reg	175	Prescribed information to be notified to Regulatory Authority

National Law

Section	162A	Child protection training- each nominated supervisor and each person in day-to-day charge and each family day care coordinator to have completed the child protection training required or under law for this jurisdiction
Section	166	Offence to use inappropriate discipline
Section	167	Offence relating to protection of children from harm and hazards
Section	174	Offence to fail to notify certain information to Regulatory Authority

Sources:

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- Australian Government Department of Education. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0*.
- Australian Government Department of Education. Inclusion Support Program - <https://www.education.gov.au/child-care-package/inclusion-support-program>
- Department of Education NSW Positive Behaviour for Learning (PBL) Early Childhood - <https://pbl.schools.nsw.gov.au/resources/early-childhood.html>
- Communities and Justice. (2022) - <https://www.facs.nsw.gov.au/families>
- Early Childhood Australia’s Blog (2018). *What every child needs for learning self-regulation* Kids Matter Early Childhood.
- Early Childhood Australia Code of Ethics. (2016).
- Education and Care Services National Law Act 2010. (Amended 2023).
- NAPCAN - www.napcan.org.au
- Porter, L. (2016). *Young children’s behaviour: Guidance approaches for early childhood educators*. Australia: Allen & Unwin.
- Raising Children Network. (2019) *What is self-regulation?* - <https://raisingchildren.net.au/toddlers/behaviour/understanding-behaviour/self-regulation>

Developed: Apr 2024

Reviewed: Apr 2025

Reviewed and updated: May 2026