

INTERACTION WITH CHILDREN

QUALITY AREA 5 | ELAA version 1.1



Purpose

This policy provides a clear set of guidelines to ensure:

- the development of responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging at Parkdale Preschool
- each child at Parkdale Preschool is supported to learn and develop in a secure and empowering environment.



POLICY STATEMENT

VALUES

Parkdale Preschool is committed to:

- maintaining the dignity, agency and rights of each child at the service
- promoting fairness, respect and equity
- encouraging children to express themselves and their opinions, and to undertake experiences that develop self-reliance and self-esteem
- considering the health, safety and wellbeing of each child, and providing a safe, secure and welcoming environment in which they can develop and learn
- maintaining a duty of care (*refer to Definitions*) towards all children at Parkdale Preschool
- considering the diversity of individual children at the service, including family and cultural values, age, gender, and the physical and intellectual development and abilities of each child
- building collaborative relationships with families to improve learning and development outcomes for children
- encouraging positive, respectful and warm relationships between children, families and educators/staff at the service.

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of Parkdale Preschool, including during offsite excursions and activities.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in charge day-to-day	Early childhood teachers, educators and all other staff	Parents and Guardians	Contractors,
R indicates legislation requirement, and should not be deleted					
Developing and implementing the <i>Interactions with Children Policy</i> in consultation with stakeholders, and ensuring that it reflects the philosophy, beliefs and values of the service	R	√	√	√	√
Ensuring all stakeholders are provided with a copy of the <i>Interactions with Children Policy</i> and comply with its requirements	R	√	√	√	√
Ensuring all staff are aware of the service’s expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and warm, trusting and reciprocal interactions when working with children and families (<i>refer to Code of Conduct Policy</i>)	R	√			
Ensuring children are adequately supervised (<i>refer to Definitions</i>) and that educator-to-child ratios are maintained at all times (<i>refer to Supervision of Children Policy</i>)	R	√	√		√
Ensuring the environment at the service is safe, secure, free from any hazards (<i>National Law: Section 167</i>) (<i>refer to Child Safe Environment Policy, Occupational Health and Safety Policy and Supervision of Children Policy</i>) and promotes the active participation of every child	R	R	√		√
Ensuring the size and composition of groups is considered to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service (<i>Regulation 156(2)</i>). Smaller group sizes are considered optimal, to promote intentional teaching strategies and responsive engagement opportunities.	R	√	√		√
Developing and implementing educational programs that are delivered in accordance with an approved learning framework (<i>refer to Definitions</i>), are based on the developmental needs, interests and experiences of each child, and take into account	R	R	√		√

the individual differences and strengths of each child (<i>refer to Inclusion and Equity Policy</i>)					
Ensuring the educational program contributes to the development of children to have a strong sense of wellbeing and identity, and to be connected, confident, involved and effective learners and communicators (<i>Regulation 73</i>) (<i>refer to Curriculum Development Policy</i>)	R	√	√		√
Ensuring that the service provides education and care to children in a way that: <ul style="list-style-type: none"> encourages children to express themselves and their opinions allows children to undertake experiences that develop self-reliance and self-esteem maintains the dignity and the rights of each child at all times offers positive guidance and encouragement towards acceptable behaviour has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for (<i>Regulation 155</i>) (<i>Refer to Attachment 1</i>) 	R	√	√		√
Ensure that Parkdale Preschool provides children with opportunities to interact and develop positive relationships with each other, and with the staff and volunteers at the service (<i>Regulation 156(1)</i>) (<i>Refer to Attachment 1</i>)	R	√	√		√
Recognising the importance of friendships and encourage support from peers, to help children and young people feel safe and be connected (<i>Refer to Attachment 1</i>)	√	√	√		√
Ensuring clear documentation of the assessment and evaluation of each child's: <ul style="list-style-type: none"> developmental needs, interests, experiences and program participation progress against the outcomes of the educational program (<i>Regulation 74</i>) (<i>refer to Curriculum Development Policy</i>) 	R	√	√		√
Ensuring that procedures are in place for effective daily communication with parents/guardians to share information about children's learning, development, interactions, behaviour and relationships	R	√	√		√
Supporting ECT/educators/staff to access resources and gain appropriate training, knowledge and skills for the implementation of this policy, including promoting social, emotional and mental health and wellbeing	√	√			
Ensuring that staff members at Parkdale Preschool who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (<i>National Law: Section 166</i>)	R	R	R	√	√
Promoting collaborative relationships between children/families and program support groups (if required) (<i>refer to Definitions</i>),	√	√	√	√	√

to improve the quality of children’s education and care experiences					
Ensuring notifications of serious incidents (<i>refer to Definitions</i>) are made to the regulatory authority (DET) (<i>refer to Definition</i>) through the NQA IT System (<i>refer to Definitions</i>) as soon as is practicable but not later than 24 hours after the occurrence (<i>National Law: Section 174(2)(a), Regulations 176 (2)(a)</i>)	R	√			
Notifying DET within 24 hours of becoming aware of a notifiable complaint (<i>refer to Definitions</i>) or allegation regarding the safety, health and/or welfare of a child at the service (<i>National Law: Section 174(2)(b), Regulations 176 (2)(a)</i>)	R	√			
Ensuring that 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	R	R	√		√
Ensuring all staff, volunteers and contractors use positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others. (<i>Refer to Attachment 1</i>)	R	√	√		√
Developing links with and referral pathways to services and/or program support groups (<i>refer to Definitions</i>) to support children experiencing social, emotional and behavioural difficulties and their families	√	√	√		√
Ensuring that there is a behaviour guidance plan (<i>refer to Definitions</i>) developed for a child if educators are concerned that the child’s behaviour may put the child themselves, other children, educators/staff and/or others at risk (<i>Refer to Attachment 1</i>)	√	√	√	√	
Ensuring that parents/guardians and program support groups (<i>refer to Definitions</i>) (as appropriate) are consulted if an individual behaviour guidance plan has not resolved the challenging behaviour (<i>Refer to Attachment 1</i>)	√	√	√	√	
Working collaboratively with educators/staff and program support groups (<i>refer to Definitions</i>) to develop or review an individual behaviour guidance plan for their child, where appropriate.	√	√	√	√	√
Setting clear timelines for review and evaluation of the behaviour guidance plan.	√	√	√		
Providing information, ideas and practical strategies to families, educators and staff on a regular basis to promote and support health and wellbeing in the service and at home	√	√	√		
Consulting with, and seeking advice from, DET if a suitable and mutually agreeable behaviour guidance plan cannot be developed	R	√	√		
Investigating the availability of extra assistance, such as Kindergarten Inclusion Support (<i>refer to Definitions</i>) or training, by contacting the regional Preschool Field Officer (<i>refer to Definitions</i>), specialist children’s services officers from DET or other agencies working with the child	R	√	√		

Ensuring that additional resources are sourced, if required, to implement a behaviour guidance plan	R	√			
Ensuring that educators/staff at the service are provided with appropriate training to guide the actions and their responses to a child/children with challenging behaviour. <i>(Refer to Attachment 1)</i>	√	√			
Informing educators/staff of concerns, events or incidents that may impact on their child's behaviour at the service (e.g. moving house, relationship issues, a new sibling)				√	
Maintaining confidentiality <i>(refer to Privacy and Confidentiality Policy)</i>	R	√	√	√	√



BACKGROUND AND LEGISLATION

BACKGROUND

The United Nations Convention on the Rights of the Child is founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, wealth, birth status or ability. When children experience nurturing and respectful reciprocal relationships with educators, they develop an understanding of themselves as competent, capable and respected. Relationships are the foundation for the construction of identity, and help shape children's thinking about who they are, how they belong and what influences them [Early Years Learning Framework, p. 20; Framework for School Age Care, p. 19]

'Constructive everyday interactions and shared learning opportunities form the basis of equitable, respectful and reciprocal relationships between educators and children. Educators who are actively engaged in children's learning and share decision-making with them, use their everyday interactions during play, routines and ongoing projects to stimulate children's thinking and to enrich their learning. These relationships provide a solid foundation from which to guide and support children as they develop the self-confidence and skills to manage their own behaviour, make decisions and relate positively and effectively to others.' *(Guide to National Quality Framework – refer to Sources)*

Child Safe Standard 3 requires services to have strategies to empower children about their rights, ensure children can participate in decisions affecting them and are taken seriously. When children feel respected and valued, they are much more likely to speak up about issues of safety and wellbeing. Enabling and promoting empowerment and the participation of children within a service has multiple benefits in addition to enhancing the safety of children, including demonstrating a commitment to upholding the rights of children, checking that what the service is doing is what children want and building the communication and leadership skills of children.

In developing an *Interactions with Children Policy*, early childhood education and care services must review and reflect on the philosophy, beliefs and values of the service, particularly with regard to the relationships with children. The development of this policy should also be informed by the service's *Code of Conduct Policy*.

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Children, Youth and Families Act 2005 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015 (Vic)
- Disability Discrimination Act 1992 (Cth)
- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011

- Equal Opportunity Act 2010 (Vic)
- National Quality Standard, Quality Area 5: Relationships with Children

The most current amendments to listed legislation can be found at:

Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au

Commonwealth Legislation – Federal Register of Legislation:

www.legislation.gov.au



DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to the Definitions file of the PolicyWorks catalogue.

Adequate supervision: entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including during toileting, sleep, rest and transition routines. Services are required to comply with the legislative requirements for educator-to-child ratios at all times. Supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used.

Adequate supervision refers to constant, active and diligent supervision of every child at the service. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs and immediately intervene if necessary. Variables affecting supervision levels include:

- number, age and abilities of children
- number and positioning of educators
- current activity of each child
- areas in which the children are engaged in an activity (visibility and accessibility)
- developmental profile of each child and of the group of children
- experience, knowledge and skill of each educator
- need for educators to move between areas (effective communication strategies).

Behaviour guidance: a means of assisting children in a positive and effective ways to help children gain understanding and learn skills that will help them learn to manage their own behaviour.

Behaviour guidance plan: A plan that documents strategies to assist an educator in guiding a child with diagnosed behavioural difficulties or challenging behaviours to self-manage their behaviour. The plan is developed in consultation with the nominated supervisor, early childhood teachers, educators, parents/guardians and families, and other professional support agencies as applicable.

Challenging behaviour: behaviour that can be described as:

- infringes on the rights of others
- disrupts others or causes disputes between children
- causes harm or risk to the child, other children, adults or living things
- is destructive to the environment and/or equipment
- inhibits the child's learning and relationship with others
- a child presenting as shy, withdrawn or excessively passive in a way which is inhibiting their learning and/or development
- is inappropriate relative to the child's developmental age and background.

Inclusion Support Program (ISP): is a key component of the Government's Child Care Safety Net. The program provides support for eligible mainstream Early Childhood Education and Care services to build their capacity and capability to include children with additional needs, alongside their typically developing peers,

so all children have genuine opportunities to access, participate and achieve positive learning outcomes. For more information visit: www.dese.gov.au

Kindergarten Inclusion Support Program (KIS): Supports funded kindergartens to plan and implement a program that is responsive to the individual abilities, interests and needs of children with a disability, developmental delay or complex medical needs. Long Day Care services can apply for the KIS program for their Victorian Government-funded kindergarten programs.

Program Support Groups (PSG): A program support group brings together key people to support the inclusion of children with disability or developmental delay, or complex medical needs, from the time of enrolment at kindergarten until they move to school. The group may include:

- the early childhood teacher
- the child's parent/carer(s)
- early childhood intervention professionals
- a preschool field officer
- medical practitioners, therapists or other allied health professionals
- a support person – if the child's parent/carer(s) chooses to use one.

Mental health: In early childhood, a child's mental health is understood as a child's ability to 'experience, regulate and express emotions; form close and secure interpersonal relationships; and explore the environment and learn – all in the context of family, community and cultural expectations for young children. Infant mental health is synonymous with healthy social and emotional development. <https://beyou.edu.au/>

Preschool Field Officer (PSFO) Program: The role of the PSFO Program to support the access and participation of children with additional needs in their kindergarten program. For more information visit: www.education.vic.gov.au



SOURCES AND RELATED POLICIES

SOURCES

- Belonging, Being & Becoming – The Early Years Learning Framework for Australia: www.acecqa.gov.au
- Child Safe Standards: www.cryp.vic.gov.au
- Early Childhood Australia Code of Ethics: www.earlychildhoodaustralia.org.au
- Guide to the National Quality Framework, ACECQA: www.acecqa.gov.au
- Inclusion Support Program: www.dese.gov.au
- Kids Matter, an Australian mental health and well-being initiative set in primary schools and early childhood education and care services: <https://beyou.edu.au>
- The Kindergarten Funding Guide (DET): www.education.vic.gov.au
- United Nations Convention on the Rights of the Child: www.unicef.org
- Victorian Early Years Learning and Development Framework: www.acecqa.gov.au
- Victorian Inclusion Agency (VIA): www.viac.com.au

RELATED POLICIES

- Child Safe Environment and Wellbeing
- Code of Conduct
- Compliments and Complaints
- Inclusion and Equity
- Occupational Health and Safety
- Privacy and Confidentiality



EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service’s policy review cycle, or as required
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk ([Regulation 172 \(2\)](#)).



ATTACHMENTS

- Attachment 1: Reference Guide to Behavioural Guidance



AUTHORISATION

This policy was adopted by the approved provider of Parkdale Preschool in December 2023.

REVIEW DATE: JUNE 2025

ATTACHMENT 1. REFERENCE GUIDE TO BEHAVIOURAL GUIDANCE

Parkdale Preschool takes a positive approach to behaviour guidance. We believe the children's self-esteem, and independence needs to be fostered at all times. We aim to maintain positive methods of behaviour guidance through the use of redirection and indirect strategies.

We believe that every child at Parkdale Preschool has the right to feel safe and secure, to be protected from aggression by providing a safe and secure environment.

Aims of Behaviour Guidance

- To provide an environment where all children feel safe from challenging behaviours and in circumstances where such behaviours are exhibited, they have the skills to respond appropriately and seek assistance from educators.
- Our priority is to help children to learn self-control, so that individuals can be responsible for their own behaviour. Ultimately this will lead to responsible, happy, healthy adults in society. When guiding children's behaviours, we take into account each child's personality, health, age, level of development, home situation and also involve the child in the process. Therefore educators/staff are flexible to individual children's needs.
- We encourage children to express their feelings as much as possible in appropriate ways that do not harm themselves, others or property. This enhances not only their sense of belonging, but also promotes positive self-esteem. We aim to redirect inappropriate behaviour before it occurs by providing adequate stimulation and materials for children and being available to help children solve problems when necessary.
- Children are encouraged to make decisions on their own behaviour, and to be responsible for it. We believe that children have genuine reasons for their behaviour, and it is the role of the educator to help the child develop skills to cope with such. The teaching team therefore plan a program, which fosters choice and challenge, which is also both age, and developmentally appropriate. Educators are also aware of age appropriate expectations of behaviour. It is important to acknowledge the child's feelings and to direct them into acceptable behaviour. The teaching team's aim is to give children responses that will encourage them to behave in a more appropriate and positive way.
- We understand that in some cases, a child may consistently display challenging behaviour over an extended period of time. We believe that both educators and parents have a role in implementing a plan to guide the behaviour.
- Educators have a role in informing the parents of the circumstances and events causing concern. Parents can assist in reinforcing positive guidance techniques while the child is away from Parkdale Preschool.

For children to:

- Learn to direct their own behaviour.
- Be responsible and co-operative.
- Be respected as an individual and have their feelings accepted.
- To experience positive self-esteem experiences.
- To experience routines and rules as positive learning experiences.
- Learn to respect each other.
- Learn to express their feelings in appropriate ways

Roles and responsibilities of educators and management:

Management is responsible for:

- Providing educators with guidelines on the centre's expectations of their behaviour, responses and reactions when working with children and their families.

- Supporting educators to gain appropriate training, knowledge and development of appropriate skills for the implementation of this policy.
- Ensuring that all educators, parents/ guardians, students and volunteers are aware of this policy and that it is implemented within the centre.
- Following the procedures outlined in the centre's complaints policy if an adult notices any inappropriate discipline practices by other adults, including educators at the centre.
- Taking immediate and appropriate action if it is identified that an adult has imposed inappropriate behaviour guidance on a child

Educators are responsible for:

- The day-to-day implementation of this policy and, where possible, addressing behavioural issues directly with the child/ren concerned and informing the parents/ guardians.
- Working collaboratively with other educators in implementing this policy.
- Providing parents/ guardians with information about Parkdale Preschool's approach to behaviour guidance.
- Using their professional knowledge and experience to develop attitudes and practices that are based on realistic expectations of children's needs and abilities.
- Ensuring that all educators have a consistent approach to guiding children who are displaying challenging behaviour.
- Collaborating with educators and parents when professionals from other support services become involved in assisting with a behaviour guidance program for a child.
- Informing support professionals about the behaviour guidance policy in the centre so that there is consistency with any behaviour guidance strategies that may be developed.
- Providing a program that is age-appropriate and based on the individual needs and interests of each child.
- Providing a program that supports the use of positive strategies of guidance, redirection and reinforcement.
- Working cooperatively with parents/ guardians on issues relating to the guidance of their child/ren's behaviour and keeping them informed of the strategies and methods used.
- Analysing and developing strategies for daily practice and for responding to challenging behaviour
- Adapting the physical environment and organisation of the program to ensure that children have the space and opportunity to explore, experiment and feel safe.
- Planning the physical environment with developmentally appropriate materials and equipment so that children are stimulated and do not become bored or frustrated.
- Providing a physical environment with adequate equipment, variety and challenges for the children.
- Discussing behaviours that cause concern with other Educators.
- Providing effective supervision that will assist them to anticipate potentially unacceptable behaviours and eliminate situations and physical arrangements that may encourage inappropriate behaviour.
- Promoting positive, empathetic relationships between children and their peers.
- Respecting the confidentiality of both the parents/ guardians and child when dealing with issues of behaviour guidance concerning an individual child.
- Ensuring that children are not put in a position where they feel frightened, ashamed, embarrassed, insecure or isolated.
- Recognising that, from time to time, they will need assistance, advice and/ or support and seeking that whenever necessary.
- Modelling positive attitudes, behaviour and appropriate use of language.
- Nurturing the development of children's social skills, assisting them to learn how to relate well to others.
- Supporting children to learn to think for themselves and be considerate.
- Guiding children to reflect on the effects of their behaviour on other children and to look for solutions together.
- Foster a positive self-esteem by acknowledging children's efforts.
- Give children feedback about their achievements.
- Implementing strategies based on respect that build on the child's self-esteem and confidence, and considering the child's developmental stages of understanding, ability to cope and skill acquisition.
- Planning routines or transition times that ensure children are not rushed.
- Encouraging children to resolve potential conflicts for themselves providing support with strategies and suggestions when appropriate.
- Recording observations, in the context of the educational program and collating information so that educators can make informed decisions about whether individual behaviour guidance strategies are required.
- Taking a proactive approach that looks at the reasons underlying the behaviour, not just the symptoms.

The parents/ guardians are responsible for:

- Engaging in open communication with educators/staff about their child.
- Informing educators of any events in the child's life outside the centre that may impact on their behaviour; for example, moving to a new house, relationship issues, a new sibling etc.
- Informing educators of any concerns they have regarding the behaviour of their child or the impact of other children's behaviour on their child.
- Working collaboratively with educators to develop a behaviour guidance plan if required.
- Contributing to the development and review of their child's behaviour guidance strategies.
- Contributing to the policy review process
- Agreeing to work within the policy and promoting a partnership approach.

Strategies and practices:

- The environment will be arranged to provide quiet and noisy areas and sufficient equipment for children.
- Children will be supervised at all times and educators aim to observe potential conflicts so that they can intervene to help solve problems before conflict occurs
- Children will be challenged with interesting activities but there should also be opportunities to relax or release aggression.
- Children will be given clear directions about routines and appropriate behaviour and if appropriate, should be involved in making decisions about centre's rules.
- Routines will be developmentally appropriate and should not make unreasonable demands on children.
- Children will be given an opportunity to behave appropriately and their behaviour redirected in a positive manner.
- Management strategies will be appropriate to the developmental levels of individual children. For example, younger children require less verbal and more physical redirection. Older children will be encouraged to solve problems amongst themselves – adults can help with discussions about ways to solve the conflict.
- All children will be encouraged to express their feelings assertively – a strategy such as saying “I don't like it, it hurts me/ makes me angry” should be modeled as an alternative to hitting, biting, or pushing other children. Educators could also direct children to use their voices when expressing their frustration or anger. Children should never be told that their feelings are unacceptable.
- Educators will model appropriate behaviour and speak to children in a pleasant, controlled voice – educators should aim to speak to children individually.
- The children will not be expected to move as a group but allowed to show independence in routines and transitions.
- Positive speech will be used by educators, e.g. “Walk inside, run outside” instead of “Don't run”.
- Reasons for rules will be stated e.g. “Chairs are for sitting on”.
- Educators will not label the child, they will identify their behaviour, e.g. “What is making you angry?” E.g. “I am feeling very upset about what you have just done”. “I” statements take ownership of your feelings and lets the children know that you are cross. Do not say, “You have made me angry/sad” say “You are feeling angry/sad.” Label the feeling, not the child.
- Teach children to recognize when their behaviour is successful.
- Foster a positive self-esteem through acknowledging children's efforts.
- Give children information about the things they have achieved that you appreciate and respect and that impress you rather than an evaluation or a judgment of them as a person or their work.
- Modify the program (or room/ outdoor setup) as required to limit situations that may encourage inappropriate behaviour.
- Encourage children to resolve potential conflicts for themselves but step in with strategies and suggestions when needed.
- Acknowledge a child's good intentions (even if the behaviours do not match the intentions)
- Use language that does not label the child, only the behaviour.

Educators are to:

- Recognise that some causes of inappropriate behaviour include anger, frustration, boredom, desire for attention, imitation, tiredness, excitement, jealousy, social clumsiness, high activity levels and too much choice or lack of choice
- Support children to learn to think independently and be considerate.
- Assist them to think about the effects of their behaviour on other children and look for solutions together. This could involve speaking with the child about the effect of their behaviour on others and then asking the child, "What do you think we could do to make sure it doesn't happen again?"
- Role model considerate and respectful behaviour in all interactions with peers, children and other adults.
 - Allow appropriate choices in decision-making and be prepared to accept the child's decision.
 - Give attention to all children involved in a situation.
 - Comfort a child who may be hurt or upset.
 - Empower the child who has been hurt/ upset to express to the other child how they feel.
 - Always respond to a situation in a calm manner. Where appropriate use 'cool down' strategies; however, it is important to note that this strategy is to be used as an opportunity for the adult to assist the child in developing self-calming behaviours and to allow the child to gain composure and control. It is viewed as a learning opportunity, not as punishment.
- Occasionally, there could be circumstances in which a child becomes over-stimulated and out of control and may need to be redirected to another experience or play area. However, this approach should only be used when there is immediate danger of the child being hurt or hurting another child and when other strategies to guide children's behaviour have not worked.
- Children should experience natural and logical consequences of their actions (whenever appropriate and safe) and to be given choices and consequences so as to learn responsibility for their own behavior. Children will be informed that their behavior is inappropriate and given the opportunities to behave appropriately. If the child decides not to model appropriate behavior, they will be redirected to other activity and their behavior discussed with them as appropriate for their age. Explain to the child what has happened and to return to the situation when and if they are ready.
- Appropriate behaviour will be acknowledged by educators/staff with positive responses and negative behaviour through withdrawal of attention (when possible).

In setting limits for children, staff should:

- Be sure limits are reasonable and can be met.
- Be consistent in setting limits so that children are not confused by experiencing different approaches from each staff member.
- Use positive actions and words to guide children.
- Give brief and simple explanations when setting limits so that a child knows why the limit has been set.
- Remember, children need reminding about limits

In encouraging appropriate behaviour, staff should:

- Use do's instead of don'ts to tell a child what to do (not just what not to do!).
- Praise the child for desirable behaviour.
- Avoid letting undesirable behavior be the best way of getting attention.
- Praise a child for good intentions, even when the child's intentions were carried out inappropriately.
- Remember to remind children how well they are playing, behaving etc

In setting up an environment to minimise difficulties, staff should:

- Allow choices, but only if prepared to accept the child's decision
- Eliminate the situations and physical set-ups that they know from experience, encourage inappropriate behaviour.
- Keep aware of possible difficulties so that they can minimise inappropriate behaviour before it happens. However, avoid stepping in too early, which may hinder children from solving the problem themselves or developing conflict resolution strategies.
- Aim for consistency in behavioural expectations (remembering children's individual needs)

Inappropriate Methods

- Children are not physically punished, humiliated, deprived of food, threatened, isolated or made to experience unsafe consequences.
- Children are not compared to others
- Educators/staff will not take sides in disputes or talk about children's behaviour in front of others.
- Any inappropriate behaviour that is persistent will be dealt with in consultation with parents.
- Educators will attempt to find the triggers of the child's behaviour and develop appropriate strategies that may also be implemented by parents at home. Other professionals may also be consulted in liaison with parents.

Procedures for the dealing with ongoing challenging behavior

The crucial part of dealing with challenging behaviours is a child's relationship with a caring adult who can help with the learning and emotional support needed.

When dealing with children with ongoing challenging behavior, the educational staff will enter into a collaborative management strategy with the parents/ guardians.

Step 1

Invite parents/ guardians to assist in managing the behavior by discussing:

- The ongoing behaviour displayed by the child, identifying improvements and celebrating successes.
- The parents'/ guardians' and the centre's overall aspirations for the child.
- Recommend strategies that will support the child's development and reviewing and evaluating those strategies.
- The child's personal characteristics, such as his/her interests, temperament, age and cultural backgrounds.
- Any resources or changes to the environment or program that may be required for the individual child's and group plan to be implemented, for example, changes to routines and transitions.
- Available support resources, such as maternal child health nurse, preschool field officers, referral for specialist assessment and additional adult support (written consent is required from parents/ guardians before any intervention/ assessment is obtained).
- Keep a record of the child's observations including time and environment

Step 2

Develop a Behaviour Guidance Plan in cooperation with other educators and parents/ guardians that is:

- Based on observations of the child, including broader observations of the environment, culture of the centre, and the interactions of the whole group and other staff working with the child.
- Appropriate to the needs of the child and accepted and agreed on by the parents/ guardians and other professionals involved in the care and education of the child.
- Clear and easy to follow by all educators, parents/ guardians and/or volunteers working with the child.

Step 3

- Continually review, reflect, evaluate and revise the strategies that have been implemented.

Step 4

The Committee of Management may become involved when:

- Educators are concerned that the child's behaviour may put themselves, other children, staff and others at risk.
- The consultation with the parents/ guardians and other professionals and the development of a Behaviour Guidance Plan has not resolved the problem.
- A complaint is received about the child's behaviour, such as when the safety of other children is threatened.
- Additional resources are required. All attempts will be made to resolve the issue as soon as possible by consultation and investigation.

Consultation

The Management is responsible for:

- Consulting educators for professional evaluation of the situation and expertise in relation to strategies to be implemented and resources needed.
- Meeting with the parents/ guardians of the child concerned.
- Meeting with any support agencies involved with the child, if appropriate.
- Supporting educators by assessing educators' skills and identifying additional training needs for educators in the area of behaviour guidance.
- Investigating the availability of extra assistance, financial support or training by contacting the regional preschool field officer or specialist children's services officers from other agencies involved with the child.

Educators and staff will:

- Not disclose confidential information provided by the parents/ guardians without first obtaining their written consent.
- Provide only relevant information to the sub-management to assist with the resolution of the issue.

Implementation

When the investigation has been completed, the management will authorise a representative to consult with educators, staff, parents/ guardians, specialist staff and other relevant parties regarding the implementation of a range of strategies that may include:

- A behavioural and/or developmental assessment of the child (if not already undertaken).
- Utilising behaviour intervention programs or specialists, such as from a preschool field officer.

- Changes to the amount of time the child attends the centre or requesting the parent/ guardian to remain with the child.
- Additional educators/staff for the room (depending on availability of funds).
- A referral to a parent support program to obtain assistance or other support services for the family.
- The development of an individual Behaviour Guidance Plan that is mutually acceptable to all parties.
- Clear timeframes for review and evaluation.

Educators will:

- Incorporate the identified strategies into their program.
- Consult with other educators responsible for the care and education of the child in regard to the implementation of the behaviour guidance plan.
- Maintain ongoing consultation with parents/ guardians – this may be a joint responsibility of the sub-management.
- Maintain confidentiality in relation to information gained about the child and their family.

Reporting to the executive COM

The Executive COM will present information to its monthly meetings if:

- Additional financial resources are required.
- A suitable and mutually agreeable behavioural guidance plan has not been achieved (in these situations, the management will seek appropriate advice, such as from ELAA, Community Childcare Association etc.

Educators will provide regular progress reports to the executive COM on the successful (or otherwise) implementation of the agreed strategies and behaviour guidance plan.

Please note: Excluding a child from a centre should be a last resort. Such a decision should not be seen as part of the collaborative management of a child's behaviour and based on the joint decision of the family, educators and any other professionals involved in the care and education of the child.

Additional Support

The centre may have access to a range of existing support services in place that they can contact, including:

- Early childhood intervention services.
- Preschool field officers for children attending the funded kindergarten program.
- Inclusion support facilitators.
- Pediatric services.
- Specialist children's services.
- Other health professionals, such as psychologists, speech pathologists or occupational therapists.

Parental consent is required when a referral for intervention is requested by staff.

ATTACHMENT 2. EXAMPLE BEHAVIOURAL GUIDANCE SUPPORT PLAN

INSERT YEAR INSERT CHILD'S NAME Support Plan	
NQS Areas Addressed	<p>Quality Area 5, Element 5.1.1 <u>Positive Educator to Child Interactions</u> Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p> <p>Standard 5.2 <u>Relationships Between Children</u> Each child is supported to build and maintain sensitive and responsive relationships.</p> <p>Element 5.2.1 <u>Collaborative learning</u> Children are supported to collaborate, learn from and help each other.</p> <p>Element 5.2.2 <u>Self-regulation</u> Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p> <p>Standard 6.1 <u>Supportive relationships with families</u> Respectful relationships with families are developed and maintained and families are supported in their parenting role.</p>
Name of Child	INSERT CHILD'S NAME
Age	INSERT AGE AND DATE OF BIRTH
Start Date	INSERT DATE DATE OF PLAN
Behaviour of Concern	
<ul style="list-style-type: none"> • <i>List behavioural concerns here.</i> 	
Short Term Goals	
<ul style="list-style-type: none"> • <i>List short term goals here.</i> 	
Long Term Goals	
<ul style="list-style-type: none"> • <i>List Long term goals here.</i> 	
Child and Family Background	
<ul style="list-style-type: none"> • <i>Add child's and families details here.</i> 	
Alternative behaviours in need of support	Known warning signs of impending behaviour
<ul style="list-style-type: none"> • <i>List Areas of behaviour that needs support</i> 	<ul style="list-style-type: none"> • <i>List known trigger here.</i>
Preventative strategies and techniques	
<ul style="list-style-type: none"> • <i>List strategies and strategies that Educators will implement/use here.</i> 	
Consequences for inappropriate behaviour	Responsibility for implementing consequences

<ul style="list-style-type: none"> List consequences of inappropriate behaviour here. 	List who is responsible for this here.
Good behaviour recognition	
<ul style="list-style-type: none"> List ways to recognise good behaviour here. 	List who is responsible for this here.
Support Internal and resources needed	
<i>List support needs here.</i>	
Support External	
<i>Add any outside help that will be or has been accessed here.</i>	
<p>ACECQA EYLF OUTCOMES</p> <p>1.1 seek and connect with adults they trust to share their accomplishments and communicate their needs for comfort and assistance</p> <p>1.2 demonstrate an increasing capacity for self regulation and self-soothing</p> <p>1.4 express a wide range of emotions, thoughts and views constructively</p> <p>1.4 reflect on their actions and consider consequences for others</p> <p>2.1 cooperate with others and negotiate roles and relationships in play episodes and group experiences</p> <p>2.1 show respect for others</p> <p>2.2 begin to understand expectations, setting rules and the rights of others</p> <p>2.3 are empowered to make choices and problem solve to meet their needs in particular contexts</p> <p>3.1 remain accessible to others at times of distress, confusion and frustration</p> <p>3.1 show an increasing capacity to understand, self-regulate and manage their emotions in ways that reflect the feelings and needs of others</p> <p>3.1 use positive self-talk when encountering difficulties or setbacks</p> <p>3.1 recognise a range of emotions in themselves and others</p> <p>4.2 use reflective thinking to consider why things happen and what can be learned from these experiences</p> <p>5.1 express ideas and feelings and understand and respect the perspectives of others</p>	
Review Date	
<i>Inset review date here.</i>	
Benchmark	
<ul style="list-style-type: none"> <i>Insert Benchmark</i> Short term goals are met 	
Response to Measures Put in Place	
<ul style="list-style-type: none"> <i>Insert outcomes</i> 	
2nd Review Break	
<i>Inset review date here.</i>	
Benchmark	
<ul style="list-style-type: none"> <i>Insert Benchmark</i> Long term goals met 	

Date: