

BEHAVIOUR GUIDANCE PROCEDURE

Purpose

At Collard's, we are committed to ensuring that every child receives positive guidance and encouragement in a supportive and respectful environment. This commitment is embedded within the **Education and Care Services National Regulations** and reflected in our **Behaviour Guidance Policy**.

This procedure outlines the steps educators take to:

- Support children to develop self-regulation skills.
- Provide consistent, respectful responses to challenging behaviours.
- Maintain a safe and inclusive environment for all children, families, and staff.
- Ensure transparency for parents/guardians regarding the actions taken when behaviour becomes unsafe.

Guiding Principles

- **Respect and dignity:** All children are treated with empathy and fairness.
- **Positive reinforcement:** Educators focus on strengths and encourage pro-social behaviours.
- **Consistency:** Responses are predictable and aligned with policy and regulation.
- **Safety:** Immediate action is taken to protect children and staff when behaviour creates risk.
- **Partnership with families:** Parents/guardians are informed and engaged in collaborative strategies.

Procedure Steps

1. **Observation and Documentation**
 - Educators observe and record behaviours factually, noting triggers, context, and child responses.
 - Documentation is linked to **VEYLDF outcomes** and Child Safe Standards.
2. **Immediate Response**
 - If behaviour poses a risk, educators act promptly to ensure safety.
 - Calm, clear language is used to de-escalate the situation.
3. **Support and Guidance**
 - Children are supported to identify emotions and practice regulation strategies (e.g., breathing, safe space, visual cues).
 - Diversion strategies are used, "I remember that you liked to ball basketball, come and let's shoot hoops" "Can you see a koala in the tree, look up there, see the grey fur" "Would you like to come and use the water hose in the sand pit"
 - Positive alternatives are modelled and reinforced.

4. Family Communication

- Parents/guardians have monthly phone meetings with Nominated Supervisor or leadership team.
- Educators keep track of dysregulation / emotional outbursts / where and when the behaviour is happening.
- Parents/guardians are informed of incidents, where their child has needed support to regulate their emotions / anger / frustration, via the playground app, in a respectful, strengths-based manner.
- Strategies used and next steps are explained clearly.

5. Ongoing Planning

- Behaviour support plans are developed collaboratively with families and, where appropriate, allied professionals (e.g., OT, NDIS supports).
- Goals are measurable, accessible, and regularly reviewed.

Children face many challenges as they grow, and through these experiences they develop important skills such as:

- **Self-regulation** – learning to manage their emotions and actions
- **Resilience** – bouncing back from difficulties
- **Perseverance** – continuing to try, even when things are hard
- **Learning to name their feelings are supported through the “How does your engine run” program.**

Learning the difference between acceptable and unacceptable behaviour helps children regulate their own actions in different social and emotional settings, whether they are interacting with peers or adults.

WHEN BEHAVIOURS BECOME UNSAFE

Sometimes children may experience **dysregulation, aggression, or unsafe actions**. To ensure safety, consistency, and transparent communication, Collard's has planned clear next steps. These include:

- **Preventing, managing, and responding** to dysregulation, emotional aggression, or bullying incidents
- **Collaborating with families and educators** to plan clear next steps
- **Developing a behaviour management plan** tailored to the child's needs
- **Documenting guidelines, strategies, and interventions** to ensure consistency and accountability
- **Supporting children** to build self-regulation, positive relationships, and socially acceptable behaviour
- **Equipping educators** to respond effectively, call for help when needed, and ensure all children remain safe

COMMUNICATING WITH FAMILIES

We value open and transparent communication with parents and guardians. If an incident occurs involving another child's dysregulation, we will:

- Inform you that an incident has taken place.

- Encourage you to support your child in sharing their experience with you.
- Reassure you that educators responded promptly to ensure safety.
- Let you know that we are working closely with the other child's parents to provide ongoing support.

Our goal is to create a safe environment for all children and staff, while fostering resilience, self-regulation, and positive relationships.

Education and Care Services National Law or Regulations (R.155, 156, 168, 174 and 175). NQS QA5 and 6: Element 5.1.1, 5.1.2, 5.2.1, 5.2.2 and 6.1 Relationships with children

Related Policy: Behaviour Guidance Policy

WHEN A CHILD IS DISREGULATED / AGGRESSIVE: THE IMMEDIATE ACTION BY THE EDUCATOR:

1. **Call for help** from:
 - a. An educator nearby, Team Leader / 2iC, Office staff, Nominated Supervisor / Approved Provider / Educational Practice & Compliance Leader
2. **Ensure the environment is safe** for all children and staff.
3. **Follow the Meltdown Guide (poster)** to provide consistent responses.
4. **Use diversion strategies** such as:
 - a. Calm voice and supportive language
 - b. Offering water play or another interest the child has
 - c. Providing comfort and regulation support
5. **If the child cannot be regulated within 10 minutes:**
 - a. Parents/guardians will be contacted and asked to attend to help regulate their child.
6. **If the child has caused serious harm or unsafe behaviours** (e.g., self-harm, throwing furniture or outdoor equipment, breaking a window, escaping the room or outdoor play area, causing physical or emotional harm, or requiring ongoing 1-to-1 support):
 - a. Parents/guardians will be asked to collect their child and take them home.

BEHAVIOUR GUIDANCE & DEVELOPMENT PLAN

The Behaviour Guidance & development Plan is developed in consultation and implemented by:

- **Nominated Supervisor / Approved Provider, Educational Practice & Compliance Leader**, In consultation with the **Team Leader, educators, and the child's parents/guardians**

This collaborative approach ensures:

- Clear, consistent strategies are documented and followed.
- Children are supported to build self-regulation, positive relationships, and socially acceptable behaviours.

- Families feel informed, respected, and included in decision-making.
- A clear behaviour guidance plan will be created with parents / guardians and implemented.
- Parents/guardians will be consulted to ensure strategies are consistent between home and care.
- Parents attended the Maternal and Child Health (MCH) nurse to begin the process of obtaining a NDIS plan. This plan will enable access to Occupational Therapy services to support their child's learning and development.
- Behaviour guidance plan is developed & implemented by Nominated Supervisor/ Approved Provider / Educational Practice & Compliance Leader, in consultation with team leader / educators / child's parent / guardian.

ROLES OF PARNETS / GUARDIANS

At Collard's, we believe that families are essential partners in supporting children's wellbeing and learning. When a child experiences dysregulation or unsafe behaviour, a clear **Behaviour Guidance Plan** is developed and implemented in collaboration with parents/guardians.

The Role of Parents/Guardians

- **Active partnership:** Parents/guardians play a vital role in how their child is supported during moments of dysregulation or unsafe behaviour at care.
- **Consistency across settings:** Families are consulted to ensure strategies are consistent between home and care, helping children feel secure and supported.
- **Accessing supports:** Parents attend the Maternal and Child Health (MCH) nurse to begin the process of obtaining an **NDIS plan**. This plan enables access to services such as Occupational Therapy, which further supports the child's learning and development.

Development of the Behaviour Guidance Plan

PARENT / GUIDIAN BEHAVIOUR DURING PLANNED MEETINGS / INTERACTIONS WITH STAFF:

To ensure meetings and interactions remain respectful, productive, and focused on the child's best interests:

- Parents/guardians are expected to remain calm and use a calm voice to communicate.
- Aggression, emotional outbursts, or swearing will not be tolerated.
- If such behaviours occur, the meeting/interaction will be immediately cancelled, and the parent/guardian will be asked to leave the building.
- Failure to comply with this request will result in the police being contacted.
- A new meeting will only be scheduled once respectful communication can be assured.

ONGOING COMMUNICATION

- Daily/ Weekly updates will be shared via the Playground app, including how many times the child has been supported to regulate their emotions a day / week, incident reports outlining how educators supported the child to regulate their emotions.
- An incident report will be made when a child has hurt another child, informing the parent / guardian of the injury to another child.
- Confidential information will only be shared / communicated to the child's parent / guardian.

- When children are on a behaviour guidance plan, monthly meetings will be scheduled with child's parent / guardian to maintain open transparent communication and review progress.

RESPONDING TO BEHAVIOUR		
1	The approved provider, nominated supervisor and educators will review the Service's <i>Behaviour Guidance Policy</i> every 12 months	
2	The nominated supervisor and educators will 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	
3	The nominated supervisor and educators will ensure every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury	
4	Educators will commit to professional development relating to behaviour guidance and keep up to date with industry information regarding behaviour guidance strategies to implement within the Service	
5	Educators will support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others	
6	Educators will assist children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns	
7	When a child display's a behaviour that is inappropriate or may cause harm to themselves or others, educators will consider the <i>Behaviour Guidance Guide</i> to assist with supporting positive behaviour	
8	Educators will gather information from families about their children's social skills, relationship preferences, family and cultural values. Educators will use this information to engage children in experiences that support children to develop and practice their social and decision-making skills	
9	Educators will implement strategies to re-direct a child who may be causing or about to cause harm to themselves, another child, or adult	
10	Educators are to complete a <i>Behaviour Guidance - Incident Report</i> and notify families each time a child's or adult's safety has been jeopardised. Parents are required to sign acknowledgment of the <i>Behaviour Guidance - Incident Report</i>	
11	Educators will use the <i>Behaviour Guidance – Observation Record</i> to document what happened prior to the behaviour, identify the behaviour and consequences of the behaviour to gather information regarding patterns and possible triggers	
12	Educators will refer to the <i>Behaviour Guidance-Biting Behaviour Procedure</i> for children displaying biting behaviours	

BEHAVIOUR INCIDENT REVIEW		
1	Educators are to review the child's behaviour in consultation with the Nominated Supervisor should they find the behaviour challenging within the room or group	
2	Educators will discuss with the nominated supervisor any professional development opportunities that may assist to support educators implement behaviour guidance strategies	
3	Educators will complete the <i>Behaviour Guidance Review Form</i> to document and review the child's interests and hobbies, questions regarding behaviours observed, previous incidents, identified triggers prior to incidents and the impact of the behaviour on other children, educators and the environment	
4	Educators will review the <i>Behaviour Guidance Review Form</i> prior to meeting with the family or other professionals	

BEHAVIOUR GUIDANCE MEETING		
1	Families are to be invited to meet monthly with educators and the nominated supervisor to discuss challenging behaviours that have been observed within the Service, & [plan next steps.	
2	During the meeting educators will discuss previous incident reports, the impact of behaviours within the room or group and possible triggers of why the behaviour is occurring with the family.	
3	A behaviour management plan is developed in consultation with educators, nominated supervisor / approved provider & the family. The plan is implemented into the educational & care program. Team leaders/ educators are supported with mentoring and weekly reflections with Nominated Supervisor / Educational Practice & Compliance Leader to unpack & embed the behaviour management plan & next steps. A copy of the is emailed to the parents/ guardians.	
4	Team leaders / educators are to collaborate with nominated supervisor families to develop long and short-term goals to encourage alternative behaviours	
5	Educators are to discuss and consult with Nominated Supervisor / approved provider / families any consequences if the behaviours identified continue	
6	Educators will develop a <i>Behaviour Guidance Plan</i> in consultation with families to create consistent behaviour guidance strategies to support children's engagement within the program.	
7	Educators will review the <i>Behaviour Guidance Plan</i> in a follow up meeting with families	
8	When a child's behaviour poses an immediate risk. Families will be contacted and asked to collect their child from care. Educators will ensure the environment is made safe for all children and staff	


9	Review of Enrolment. If, after all steps have failed and behaviours continue to place children or educators at risk, a child's enrolment may be terminated	
10	We remain committed to working openly and compassionately with families throughout this process. Our goal is always to support children to thrive, while upholding the Child Safe Standards and ensuring the best learning outcomes for every child in our care.	

CONSULT WITH OTHER PROFESSIONALS

1	Educators will consult with other professionals for assistance with behaviour guidance strategies	
2	Educators will collaborate with families to access support services by providing referrals or letters of observation as required	
3	The nominated supervisor may contact the local Inclusion Support Service (ISS) team regarding support for Inclusion Support Funding if required, families will be consulted and requested to provide consent to sharing information within the ISS team. For sessional kindergarten a KIS application will be made.	
4	The nominated supervisor and educators will work with the ISS team regarding the development of a Service Inclusion Plan (SIP) for the room or group	
5	NDIS funding will be sourced by the family / guardians	

BEHAVIOUR GUIDANCE RESOURCES

Behaviour Guidance Policy	The <i>Behaviour Guidance Policy</i> provides information of how the Service promotes a safe and supportive environment, outlining clear guidelines and procedures to 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.
Behaviour Guidance Procedure	This procedure provides detailed steps for educators to support children to gain understanding and learn skills that will help them to manage their own behaviour
Behaviour Guidance Guide	The <i>Behaviour Guidance Guide</i> has been created to support educators promote positive behaviour while reflecting upon the set-up of the environment, equipment provided routines and expectations while addressing behaviour challenges.

Behaviour Guidance – Biting Procedure	This procedure provides detailed steps for educators to address and manage instances of biting behaviour in a constructive and proactive manner.		
Behaviour Guidance Incident Report	The report details incidents involving inappropriate, disruptive, or challenging behaviours. The report assists to track patterns of behaviour, implement appropriate interventions and maintain a record of how incidents are managed.		
Behaviour Guidance Observation Record	This record is available to document and track specific incidents, behaviours and patterns, assisting in the development of targeted interventions and preventative measures.		
Behaviour Guidance Review Form	The <i>Behaviour Guidance Review Form</i> is offered to assess and analyse reported incidents aiding in the identification of patterns, trends and the effectiveness of interventions.		
The Behaviour Guidance Plan	<p>is available to provide a structured and comprehensive approach to:</p> <ul style="list-style-type: none">• Addressing incidents of dysregulation, aggressive, or unsafe behaviour• Preventing, managing, and responding to bullying incidents• Planning clear next steps in collaboration with families and educators• Documenting guidelines, strategies, and interventions to ensure consistency and accountability• Supporting children to develop self-regulation, positive relationships, and socially acceptable behaviour <p>This plan reflects our commitment to the Child Safe Standards, the Early Years Learning Framework (EYLF V2.0), and the National Quality Standard (NQS), ensuring that every child is supported to thrive in a safe, inclusive, and respectful environment.</p>		
Behaviour Guidance Audit	The <i>Behaviour Guidance Audit</i> is available to ensure consistency of how behaviour guidance strategies and practices are implemented across the service.		
REVIEW OF BEHAVIOUR GUIDANCE PROCEDURE			
Next review date: May 2026	What changes have been made		Name / Position
November 2025	Review of Procedure, changes to an enrolment, parent communication, next steps, NDIS plan, behaviour guidance plan added.		Melissa Collard: Approved Provider. Signature 
December 2023 /March 2024	Review of Procedure, Behaviour Guidance Resources section added		
April 2022	Review box added, review of policy information added		