Glen Iris Child Care and Kindergarten

GI-004 – Behaviour Guidance Policy

Policy Number	GI-004
Quality Area	QA5 – Relationships with Children
National Law	s.166 • s.167
National Regulations	Regs. 155 • 156 • 168
Related NQS	QA5.1.1 • QA5.1.2 • QA5.2.1 • QA5.2.2
EYLF V2.0	Principles – Secure, Respectful and Reciprocal Relationships • Equity, Inclusion and High Expectations • Collaborative Leadership and Teamwork
Victorian Child Safe Standards:	Standards 2, 3, 5 & 11
Version:	1.0
Approved By:	Centre Director
Approved Date:	July 2026
Review Date:	July 2027

OUR COMMITMENT

At **Glen Iris Child Care and kindergarten**, we recognise that behaviour is a form of communication and that every child deserves to be supported with empathy, respect and understanding.

We are committed to creating safe, nurturing and inclusive environments where children learn to understand their emotions, develop self-regulation skills and build positive relationships with others. Educators work alongside children using responsive, relationship-based practices that promote confidence, resilience and a strong sense of belonging.

Our approach focuses on teaching and guiding behaviour rather than controlling it. We believe positive guidance, co-regulation and collaborative problem-solving help children develop the social and emotional skills needed to participate successfully in our learning community.

LEGISLATIVE INTENT

This policy supports Glen Iris Child Care and kindergarten in meeting its obligations under the Education and Care Services National Law and National Regulations by ensuring behaviour guidance practices protect children's rights, dignity, safety and wellbeing while promoting positive relationships and respectful interactions.

PURPOSE

The purpose of this policy is to provide educators with clear guidance for supporting children's behaviour through positive, respectful and developmentally appropriate practices.

This policy aims to foster children's emotional wellbeing, strengthen their social competence and ensure behaviour guidance strategies promote inclusion, learning and positive relationships while maintaining each child's dignity and rights.

WHO THIS POLICY APPLIES TO

This policy applies to:

- Approved Providers
- Centre Director
- Nominated Supervisor
- Responsible Persons
- Educational Leader
- Educators
- Students
- Volunteers
- Contractors
- Families

DEFINITIONS

Behaviour Guidance
Intentional strategies used by educators to teach, support and encourage appropriate social and emotional behaviours while maintaining each child's dignity and wellbeing.

Co-regulation
The process of educators supporting children to understand and manage their emotions through calm, responsive and consistent interactions until children gradually develop self-regulation skills.

Self-regulation
A child's developing ability to recognise, understand and manage emotions, behaviours and responses in different situations.

WHY THIS POLICY MATTERS

Children develop social and emotional skills over time through caring relationships, consistent guidance and meaningful experiences.

Positive behaviour guidance helps children learn to express emotions appropriately, build respectful relationships, solve problems, develop resilience and participate confidently in their learning environment. By responding with empathy and understanding, educators support children's overall wellbeing while fostering independence, confidence and a strong sense of belonging.

GUIDING PRINCIPLES

Glen Iris Child Care and kindergarten is committed to:

- Recognising behaviour as communication.
- Building secure, respectful relationships with every child.
- Using positive guidance and co-regulation strategies.
- Supporting children's emotional development and wellbeing.
- Respecting children's rights, dignity and individuality.
- Working collaboratively with families to support consistent approaches.
- Promoting inclusion, equity and belonging.
- Maintaining safe and supportive learning environments.

OUR POLICY

Glen Iris Child Care and kindergarten is committed to guiding children's behaviour in ways that are respectful, responsive and centred on each child's individual needs.

Educators will support children to understand their emotions, develop self-regulation skills, build positive relationships and resolve conflicts through calm guidance, modelling and collaborative problem-solving. Behaviour guidance practices will always protect children's dignity, rights and emotional wellbeing.

Children will never be subjected to practices that are humiliating, frightening, threatening, physically punitive or emotionally harmful. Behaviour guidance will focus on teaching skills, building relationships and creating environments that support positive behaviour rather than relying on punishment or exclusion.

Families are valued partners in supporting children's social and emotional development, and educators will work collaboratively with families to develop consistent strategies where additional support is required.

HOW WE PUT THIS POLICY INTO PRACTICE

Building Positive Relationships

Educators at Glen Iris Child Care and kindergarten will:

- Build warm, respectful and trusting relationships with every child.
- Get to know each child's strengths, interests, temperament and individual needs.
- Create predictable routines that help children feel safe and secure.
- Respond to children with empathy, patience and consistency.
- Foster a sense of belonging where every child feels valued and respected.

Supporting Positive Behaviour

Educators will:

- Model respectful communication and positive social interactions.
- Acknowledge children's efforts, achievements and positive choices.
- Teach children age-appropriate social and emotional skills.
- Encourage children to express their thoughts and feelings in respectful ways.
- Support children to develop empathy, resilience and problem-solving skills.
- Provide opportunities for children to make choices and develop independence.

Co-regulation and Emotional Support

When children experience strong emotions, educators will:

- Remain calm and emotionally available.
- Acknowledge and validate children's feelings.
- Support children to identify and name their emotions.
- Use co-regulation strategies to help children regain emotional control.
- Guide children towards appropriate ways to express emotions.
- Support children to return to learning when they are ready.

Responding to Challenging Behaviour

When behaviour presents challenges, educators will:

- Consider possible reasons for the behaviour, recognising that behaviour communicates a need.
- Observe patterns, triggers and environmental influences.
- Respond consistently using positive guidance strategies.
- Redirect behaviour where appropriate.
- Support children to solve problems and repair relationships.
- Seek guidance from the Educational Leader or Centre Director where additional strategies are required.
- Work collaboratively with families and external professionals, where appropriate, to support consistent approaches.

Practices That Are Not Permitted

To protect children's rights, dignity and wellbeing, educators must never:

- Use corporal punishment.
- Smack, hit, shake or physically punish a child.
- Humiliate, shame or ridicule a child.
- Yell at or intimidate a child.
- Threaten or frighten a child.
- Use sarcastic, degrading or disrespectful language.
- Withhold food, water, sleep, comfort or toileting.
- Force apologies or public embarrassment.
- Isolate or exclude a child as punishment.
- Use any practice that causes physical or emotional harm.

Partnering with Families

Glen Iris Child Care and kindergarten will:

- Work collaboratively with families to support children's social and emotional development.
- Share observations respectfully and confidentially.
- Develop consistent strategies where additional support is required.
- Value family knowledge and perspectives regarding their child's behaviour and development.
- Maintain ongoing communication that promotes positive outcomes for children.

Individual Support

Where a child requires additional support, educators will:

- Document observations objectively.
- Reflect on educator practices and environmental influences.
- Develop appropriate strategies in consultation with families.
- Seek guidance from inclusion professionals or other specialists, with family consent.
- Regularly review strategies to ensure they continue to meet the child's needs.

ROLES & RESPONSIBILITIES

Approved Provider

Will:

- Ensure the service maintains a positive behaviour guidance policy that aligns with legislative requirements.
- Provide resources and professional learning that support educators.
- Promote a culture that values respectful relationships and children's rights.

Centre Director

Will:

- Ensure this policy is implemented consistently across the service.
- Support educators to respond appropriately to children's behaviour.
- Monitor educator practices and provide coaching where required.
- Work collaboratively with families when additional support is needed.
- Ensure prohibited discipline practices are never used.

Educational Leader

Will:

- Mentor educators in positive behaviour guidance strategies.
- Promote reflective practice and critical discussion.
- Support educators to understand children's behaviour within the context of development, relationships and the learning environment.
- Assist in developing individual behaviour support strategies where required.

Educators

Will:

- Build positive relationships with children.
- Use positive guidance and co-regulation strategies.
- Maintain children's dignity and rights at all times.
- Respond consistently and respectfully to children's behaviour.
- Reflect on their own practice and seek support when needed.
- Communicate openly with families regarding children's social and emotional development.

Students, Volunteers and Visitors

Families

Will:

- Share information that supports their child's wellbeing.
- Work collaboratively with educators to develop consistent strategies.
- Respect the service's behaviour guidance approach.
- Participate in discussions where additional support may benefit their child.

GLEN IRIS IN PRACTICE

At Glen Iris Child Care and kindergarten, we believe every interaction is an opportunity to teach, support and build relationships. Educators intentionally guide children's behaviour through calm communication, empathy and respectful problem-solving rather than punishment.

Children are supported to understand their emotions, recognise the feelings of others and develop strategies for managing challenges. Educators use co-regulation, model respectful behaviour and create environments that minimise frustration and encourage successful participation.
When children require additional support, educators work closely with families to develop consistent, individualised strategies. Through ongoing observation, reflection and collaboration, we strive to ensure every child feels safe, valued and capable of success.

CHILDREN'S VOICE IN ACTION

Children are encouraged to express their thoughts, emotions and ideas in ways that are meaningful to them.

Educators listen carefully to children's perspectives, support them to make choices, resolve conflicts collaboratively and contribute to decisions that affect their daily experiences. Children's voices help educators understand the reasons behind behaviours and guide the development of responsive strategies that respect each child's individuality and rights.

EXCEEDING PRACTICE

Glen Iris Child Care and kindergarten recognises that positive behaviour guidance is built through strong relationships, reflective practice and a deep understanding of child development.

Educators regularly engage in professional discussions, analyse observations and reflect on the effectiveness of behaviour guidance strategies. Rather than focusing solely on behaviour, we consider the whole child, including their wellbeing, development, environment and relationships.

Our commitment to continuous learning and collaboration with families ensures behaviour guidance practices remain respectful, responsive and tailored to each child's unique strengths and needs.

CONTINUOUS IMPROVEMENT

Glen Iris Child Care and kindergarten is committed to continuously strengthening our behaviour guidance practices through ongoing reflection, collaboration and professional learning.
This policy will be reviewed through:

- Feedback from children and families.
- Educator observations and reflections.
- Professional learning and mentoring.
- Staff and leadership meetings.
- Critical reflection.
- Quality Improvement Plan goals.
- Changes to legislation or best practice guidance.

- Assessment and Rating outcomes.

Continuous improvement ensures our behaviour guidance practices remain child-centred, relationship-focused and reflective of current best practice.

RELATED LEGISLATION

Education and Care Services National Law Act 2010

- **s.166 –** Offence to use inappropriate discipline.
- **s.167** – Offence relating to protection of children from harm and hazards.

Education and Care Services National Regulations 2011

- **Reg. 155 –** Interactions with children.
- **Reg. 156 –** Relationships in groups.
- **Reg. 168 –** Education and care service policies and procedures**.**

National Quality Standard
Quality Area 5 – Relationships with Children

- **QA5.1.1 –** Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
- **QA5.1.2 –** Dignity and the rights of every child are maintained.
- **QA5.2.1 –** Children are supported to collaborate, learn from and help each other.
- **QA5.2.2 –** Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Early Years Learning Framework (EYLF) V2.0
Principles

- Secure, Respectful and Reciprocal Relationships
- Equity, Inclusion and High Expectations
- Collaborative Leadership and Teamwork

Practices

- Responsiveness to Children
- Holistic, Integrated and Interconnected Approaches
- Learning Through Play
- Cultural Responsiveness

Outcomes

- **Outcome 1 –** Children have a strong sense of identity.
- **Outcome 3 –** Children have a strong sense of wellbeing.
- **Outcome 5 –** Children are effective communicators.

Victorian Child Safe Standards
This policy supports:

- **Standard 2** – Child safety and wellbeing is embedded in organisational leadership, governance and culture.
- **Standard 3** – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
- **Standard 5** – Equity is upheld and diverse needs respected in policy and practice.
- **Standard 11** – Policies and procedures document how the organisation is safe for children and young people.

RELATED DOCUMENTS

This policy should be read in conjunction with:

- Child Safe Environment Policy
- Child Protection Policy
- Code of Conduct Policy
- Complaints and Feedback Policy
- Educational Program and Practice Policy
- Inclusion and Equity Policy
- Interactions with Children Policy
- Privacy and Confidentiality Policy
- Supervision Policy
- Staff Recruitment and Induction Policy
- Volunteers and Students Policy

SUPPORTING DOCUMENTS

The following documents support the implementation of this policy:

- Child Safe Code of Conduct
- Educator Code of Conduct
- Behaviour Support Plans (where applicable)
- Individual Inclusion Plans (where applicable)
- Observation Records
- Critical Reflection Records
- Family Communication Records
- Professional Learning Records
- Staff Meeting Minutes
- Quality Improvement Plan

EVIDENCE OF PRACTICE

Glen Iris Child Care and kindergarten demonstrates this policy through:

- Consistent use of positive behaviour guidance and co-regulation strategies.
- Respectful and responsive interactions between educators and children.
- Children's increasing confidence in managing emotions and resolving conflicts.
- Behaviour support strategies developed in partnership with families where required.
- Educator observations used to identify behaviour patterns and inform planning.
- Learning environments designed to support children's emotional wellbeing and successful participation.
- Ongoing professional learning in behaviour guidance and social-emotional development.
- Critical reflection informing improvements to educator practice.
- Quality Improvement Plan goals focused on strengthening children's wellbeing and relationships.
- educator practice.

REFLECTION & CONTINUOUS IMPROVEMENT

Critical reflection supports our commitment to guiding children's behaviour in respectful, responsive and developmentally appropriate ways.

Reflective questions include:

- How effectively do our behaviour guidance strategies support children's wellbeing and learning?
- Do educators consistently use positive guidance and co-regulation practices?
- How do we recognise behaviour as a form of communication?
- Are our environments supporting children to make positive choices and develop independence?
- How do we work in partnership with families to support children's social and emotional development?
- What have we learnt through observations, family feedback and critical reflection?
- What opportunities exist to further strengthen our behaviour guidance practices?

Outcomes from these reflections inform policy reviews, professional learning, educator mentoring and our Quality Improvement Plan.

VERSION HISTORY

Version	Date Approved	Approved By	Summary of Changes
1.0	July 2026	Centre Director	Initial policy developed as part of the Glen Iris Child Care and kindergarten Governance, Policy and Procedures Manual. Developed to align with the Education and Care Services National Law, National Regulations, National Quality Standard, EYLF V2.0 and Victorian Child Safe Standards.