

POSITIVE BEHAVIOUR GUIDANCE POLICY

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 through positive guidance and encouragement assists children to regulate their own behaviours in different social and emotional environments as well as when interacting with peers and adults.

PURPOSE

We aim to create positive relationships with children, ensuring they are treated fairly and equitably and with respect and consistency. Supporting children to develop socially acceptable behaviour and self-regulation is a primary goal for educators and families.

SCOPE

This policy applies to the Approved Provider, Nominated Supervisors, Educators and Staff.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS (WA)

S166	Offence to use inappropriate discipline	R 168	Education and care service must have policies and procedures
R 84	Awareness of child protection law	R 174	Time to notify certain circumstances to Regulatory Authority
R 155	Interactions with children	R 175	Prescribed information to be notified to Regulatory Authority
R 156	Relationships in groups	S167	Offence relating to protection of children from harm and hazards

THE APPROVED PROVIDER WILL ENSURE:

All staff and families have access to the policies and procedures for positive behaviour guidance, taking reasonable steps to ensure compliance with the Positive Behaviour Guidance Policy. Nominated Supervisors, educators, and other staff will receive information and training on positive behaviour guidance during their induction and will have opportunities for professional development to enhance their capacity to implement effective positive behaviour guidance strategies.

NOMINATED SUPERVISOR WILL ENSURE:

Educators and staff have access to and adhere to the policies and procedures for positive behaviour guidance and receive induction training on these policies. The Nominated Supervisor will maintain children's dignity and rights and ensure compliance with the Positive Behaviour Guidance Policy. The Nominated Supervisor will support the development of positive and inclusive strategies to empower educators in minimising adverse behaviours. They will develop and communicate behaviour support plans in partnership with educators and families when necessary. Collaboration with other professionals and support agencies will be prioritised to address diagnosed behaviours, social difficulties, and promote inclusion for all children. Additionally, the Nominated Supervisor will develop and maintain the Service's Strategic Inclusion Plan (SIP) and provide access to relevant professional development to inform and train educators on additional needs, inclusion, disability, and positive behaviour guidance.

EDUCATORS AND OTHER STAFF WILL:

Establish and maintain positive and respectful relationships with children and participate in training to develop strategies that support self-regulation. They will follow the Positive Behaviour Guidance Policy to ensure a consistent approach that builds on children's skills, viewing them as capable and competent while adopting a strengths-based perspective. Educators will create a secure environment, providing support and positive reinforcement to foster a strong sense of identity and pride in children. They will encourage the use of various communication strategies for children to express themselves and their feelings, while helping them constructively deal with conflict and develop empathy. Support for appropriate behaviour will include visual cues, prompting, positive verbal feedback, and quality learning environments. Educators will actively work with all children to resolve conflicts, and respond to the behaviour of others, considering each child's past experiences that may influence their behaviour. They will remain calm and respectful, guiding children to manage their emotions and using positive language, gestures, and tone when discussing behaviour.

RELATED DOCUMENTS

RESOURCES	POLICIES	PROCEDURES
REED Wellbeing and Behaviour Guidelines	Interactions with Children Policy Inclusion Policy	Positive Behaviour Guidance Procedure

SOURCE

Australian Children's Education & Care Quality Authority.

Australian Children's Education & Care Quality Authority. Inappropriate discipline. (2020).

www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf

Australian Government Department of Education, Skills and Employment. Belonging, Being and Becoming- The Early Years Learning Framework for Australia V2

Australian Government Department of Education, Skills and Employment. Inclusion Support Program Guidelines.

<https://docs.education.gov.au/node/53374>

Early Childhood Australia Code of Ethics. (2016).

Child Safe Organisation National Principles - <https://childsafe.humanrights.gov.au/>

The Convention on the Rights of the Child - <https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

REVIEW

POLICY REVIEWED	MODIFICATIONS	NEXT PLANNED REVIEW DATE
August 2025	<ul style="list-style-type: none"> Modification of template Revision of content (succinct and explicit) 	August 2028