

Behaviour Guidance Policy



Policy Relevant to:	All Team members, educators & families
Last Reviewed:	April 2025
Next Review:	March 2027
ECS National Law:	S162A, S166, S167, S174
ECS National Regulation:	r12, r84, r147, r155, r156, r168, r174, r175
NQS:	2.1.1, 2.2.1, 5.1, 5.1.1, 5.1.2, 5.2, 5.2.1, 5.2.2, 6.1, 7.1, 7.1.2

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 in regulating their own behaviours in different social and emotional environments when interacting with peers and adults.

Purpose

Adventure Patch aims to create positive relationships with children and young people making them feel safe, secure and supported within our services. We will ensure children and young people are treated with respect, consistency, fairly and equitably as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children and young people to develop socially acceptable behaviour is a primary goal for educators and families. This is embedded in fundamental documents including the Early Years Learning Framework (EYLF), The Education and Care Services National Regulations and the National Quality Standards (NQS).

Definitions

Behaviour guidance - this term is used to reflect current thinking about the most positive and effective ways to help children and young people gain understanding and learn skills that will help them to manage their own behaviour. Using appropriate behaviour guidance, educators aim to support each child to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Cool down- this is an example of appropriate discipline or behaviour guidance. A cool-down period is when a child is having a difficult moment, they are encouraged to find a space, near an educator, to 'cool down' and regain self-control. This strategy can be used as an opportunity for educators to support children in regulating their own behaviour. [ACEQA, 2020]

Restraint - in situations where a child becomes a risk to themselves or others, they may need to be physically removed from the situation or physically restrained by an educator to prevent harm to themselves or others. For instance, this could include attempting to scale a fence, or running in front of a vehicle. ACECQA advises that children should only be restrained in emergency situations. (ACECQA, 2023, P.2)

Self-regulation- The ability to manage energy states, emotions, behaviour and attention: the ability to return to a balanced, calm and constant state of being. Self-regulation is a key factor for mental health, wellbeing and learning (KidsMatter, Early Childhood, 2014).

Inclusion - taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes. (EYLF, V2.0, 2022)

Implementation

The behaviour and guidance strategies used by team members and educators at Adventure Patch services are designed to provide children and young people with the opportunity to expand their experiences of life in a productive, safe environment, enabling the child's right to safety, tolerance, self-expression, cultural identity, dignity and self-worth.

Educators understand that as children and young people grow and develop, self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others.

We believe in providing clear, consistent guidelines for children's behaviour as part of a caring and trusting relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three key aspects to promoting positive behaviour:

1. Creating a quality learning environment that is positive and supportive and provides developmentally appropriate experiences and resources.
2. Implementing guidance strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations.
3. Employing strategies for guiding children's behaviour resulting in decreasing undesired behaviours.

Relevant policies

Emergency and Evacuation Policy Enrolment Policy Incident, Injury, Trauma and Illness Policy Interactions with Children Policy	Medical Conditions Policy Orientation Policy Privacy and Confidentiality Policy Providing a safe Environment for children Policy Supervision Policy
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Sources

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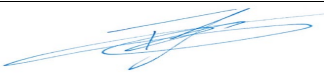
<https://raisingchildren.net.au/toddlers/behaviour/understanding-behaviour/self-regulation>

Victorian Government. [Strategies supporting children's behaviour in early childhood services](#).

Review History

Policy Reviewed By:	Scott Norris	DCEO	April 2025
POLICY REVIEWED	April 2025	NEXT REVIEW DATE	March 2027
Modifications	<ul style="list-style-type: none"> Minor update as part of review Added definitions to include restraint and inclusion Updated laws and regulations 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
September 2023	<ul style="list-style-type: none"> Policy maintenance - no major changes to policy Hyperlinks checked and repaired as required 	March 2025	

Signed

CEO:	
Manager:	S. Norris