5.2. BEHAVIOUR GUIDANCE

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Wyndham Policy & Procedure

Statement of Commitment

Wyndham City is committed to safeguarding children under the age of 18 while enabling their participation as valued members of our community. We recognise the importance of child safety in the provision of quality community services. All children and young people who attend service programs, events and community spaces have the right to feel safe, be safe, and be heard. We will maintain a child safe environment and value a culture of safety within Council and its operations.

Wyndham City will not tolerate child abuse or harm. We will enable children to contribute to their safety by removing and reducing risks, supporting, respecting, and empowering all children. Our people are obligated to prioritise the safety of children they interact with in the performance of their role and report conduct of concern. All allegations and safety concerns will be treated very seriously and consistently in line with our policies and procedures. We have legal and moral obligations to contact authorities when we are concerned about a child's safety.

Wyndham Council identifies Accountability as a core corporate value and is dedicated to the continual application of moral and ethical practices that include integrity, honesty, openness, and respect. Through a Child Safe Code of Conduct, our employees are required to always display transparency and accountability while working with children. The Corporate Code of Conduct refers to and supports this code. Two managers have been designated as Child Safety Officers to receive and manage notifications of concern and reportable behaviour. Our employees are required to prioritise the safety of the children with whom they engage while doing their duties and to report any inappropriate behaviour.

Purpose

This policy provides guidelines for Wyndham City Early Education and Care Services (EECS) to:

- encourage children to achieve success.
- develop positive self-esteem.
- reduce challenging behaviours.
- provide a safe and healthy work environment.

Policy Statement

EECS is committed to:

- giving every child positive guidance and support for developmentally appropriate behaviour.
- encouraging children to speak up and share their thoughts.
- giving children opportunities that build self-reliance and self-esteem.
- protecting every child's dignity, rights, and freedoms.
- taking the differences between children at the service into account, such as their family and cultural backgrounds, age, gender, and physical abilities.

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 EECS, including during offsite excursions and activities.

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Responsibilities	Approved Provider and EECS Unit	Nominated Supervisors/ Team Leaders	Early Childhood Teacher, Educators, and other staff	Family, parents/guardians	Contractors, volunteers, and students
Ensure educator-to-child ratios are always maintained.	✓	✓	✓		✓
Ensure children are always ***adequately supervised***. *(refer to Supervision of Children Policy)*	✓	✓	✓		✓
Ensure the environment at the service is safe, secure, free from any hazards. *(refer to Child Safe Environment Policy, Occupational Health and Safety Policy)*	✓	✓	✓		✓
Ensure the service environment promotes the active participation of all children.	✓	✓	✓		✓
Develop and implement educational programs that complies with legislative requirements and approved learning framework. *(refer to Inclusion and Equity Policy)*	✓	✓	✓		✓
Always comply with this policy.	✓	✓	✓	✓	✓
Make sure staff who educate and care for children know that corporal punishment or excessive discipline is illegal. *(refer to Behaviour Management Policy)*	✓	✓	✓	✓	✓
Maintain the dignity and rights of all children – always.	✓	✓	✓	✓	✓
Ensure no child is subjected to any form of corporal punishment or unreasonable discipline.	✓	✓	✓		✓
Ensure ***frightening methods of control*** and discipline are never used (e.g., timeout)	✓	✓	✓		✓
Behaviour guidance must never be associated with food, rest, toileting, or isolation.	✓	✓	✓		✓
Implement planned and spontaneous discussions with children about emotions, belonging and social justice.		✓	✓		✓
Apply a trauma informed lens when supporting children to self-regulate and manage behaviours		✓	✓		✓
Provide all children with positive guidance and encouragement toward acceptable behaviour and encourage children to express themselves and their opinions.		✓	✓		✓
Model respectful behaviour and provide supportive language enabling children to voice their concerns.		✓	✓	✓	✓
Respectfully talk with children about the consequences of their actions.		✓	✓		✓
Plan and implement strategies to support individual children's behaviour.		✓	✓		✓
Proactively plan learning opportunities for children to develop their communication and social and emotional skills.		✓	✓		✓
Help children negotiate their rights with others and act respectfully when they can't resolve a disagreement.		✓	✓		✓
Consistently observe, assess, and analyse and document children's learning, development, interests, and needs.		✓	✓		✓
Identify potential triggers for challenging behaviour and plan proactive strategies for support based on knowledge of the child.		✓	✓		✓
Work with families and other professionals to ensure an inclusive and consistent approach to education and that appropriately supports each child's emotional and social learning.		✓	✓		✓

Responsibilities	Approved Provider and EECS Unit	Nominated Supervisors/ Team Leaders	Early Childhood Teacher, Educators, and other staff	Family, parents/guardians	Contractors, volunteers, and students
Collaborate and work in partnership with other professionals or support services working with and supporting children with diagnosed behavioural or social difficulties.		✓	✓	✓	✓
Respectfully engage in conversation with families when there are different approaches to behaviour guidance between the service and home.		✓	✓	✓	✓
Play an active role in supporting children developing positive relationships with peers.		✓	✓		✓
If educators are concerned that a child's behaviour may endanger themselves, other children, staff, or others, work in partnership with the family and support services (where appropriate) to develop an ***individual learning plan***.	✓	✓	✓	✓	
Ensure individual learning plans document evidence of consultation with families and input or suggestion from support services where applicable.		✓	✓	✓	✓
Set and uphold clear timelines for review and evaluation of the individual learning plan.	✓	✓	✓	✓	
Where children are experiencing social, emotional, and behavioural difficulties utilise referral pathways to develop connection between support services, children, and their families.	✓	✓	✓		✓
Consult DE if a suitable and mutually agreeable individual learning plan cannot be established.	✓	✓	✓	✓	
Provide contemporary, evidence-based pedagogical support to staff, enabling them to support the safety, health and wellbeing of children accessing the service.	✓	✓	✓		
Where needed, ask the ***Preschool Field Officer***, or other agencies working with the child, about ***Kindergarten Inclusion Support*** or training.	✓	✓	✓		
Where necessary, ensure that additional resources are obtained to implement an individual learning plan.	✓	✓			
Ensure staff are encouraged and supported to access professional development opportunities to strengthen their skill in supporting children with ***challenging behaviour***.	✓	✓	✓		
Inform staff about any concerns, events, or occurrences that may affect their child's behaviour at the service (e.g., moving house, relationship troubles, a new sibling).				✓	
Provide and promote a safe work environment where staff members are not exposed to hazards and can work without risk of injury or harm including behaviour aggression.	✓	✓			
Identify, assess, and control environmental risks in each workplace to reduce the potential for harm to staff members due to behaviour aggression.	✓	✓			
Promote a no tolerance approach to any form of harm, including behaviour aggression against staff members.	✓	✓			
Provide training programs specific to the needs of staff, relative to the degree of risk faced within the working environment.	✓	✓			

Responsibilities	Approved Provider and EECS Unit	Nominated Supervisors/ Team Leaders	Early Childhood Teacher, Educators, and other staff	Family, parents/guardians	Contractors, volunteers, and students
Support staff to actively report all incidents and hazards related to behaviour aggression. *(Process 3.1.2: WCC - Procedure 09 - Incident Reporting)*	✓	✓			
Ensure all incidents and near misses of behaviour aggression are reported.	✓	✓	✓		✓
Take appropriate action after any incidence of behaviour aggression, in terms of support, counselling and follow-up.	✓	✓			
Always comply with the *Privacy and Confidentiality Policy*.	✓	✓	✓	✓	✓

Definitions

The terms defined in this section relate specifically to this policy:

***Behaviour Aggression**:* involves incidents in which a staff member is physical or verbally abused or assaulted by a child in their care.

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

Challenging behaviour: behaviour that can be described as:

- infringing on the rights of others.
- disrupting others or causing disputes between children.
- causing 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 chid 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.

Frightening methods of control: Disciplinary or authoritative techniques that instil fear, intimidation, or distress in individuals as a means of regulating their behaviour or actions. These methods often rely on threats, aggression, coercion, or the imposition of negative consequences that evoke fear or anxiety in the individual being controlled.

Individual learning 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.

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.

Preschool Field Officer (PSFO): Supports the access and participation of children with additional needs in their kindergarten program.

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Legislation and Standards

- Relevant legislation and standards include but are not limited to:
- 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
- Occupational Health and Safety Act 2004
- Occupational Health and Safety Regulations 2017

Related Appendices & Documents

- Appendix 5.2.1: Behaviour Observation and Documentation
- Appendix 5.2.2: Individual Learning Plan Template

Related Policies

- Child Safe Environment and Wellbeing
- Code of Conduct
- Dealing with Compliments and Complaints
- Educational Program and Planning
- Inclusion and Equity
- Interactions with Children and Groups
- Occupational Health and Safety
- Privacy and Confidentiality
- Providing a Child Safe Environment
- Supervision of Children

Authorisation and Version Control

Version	Objective ID	Action	Date	Endorsement date	Next Review Date
3	A2452728	Minor changes - wording	13/11/2018	KK – 26/4/19	Feb, 2021
4	A3871423	Addition of WCC Commitment to Child Safety Addition of Legislation and source documents Reference to Child Safe Standards	23/12/2022	TP	2025
5	A4703113	Minor wording changed. Policy format updated	July, 2023	TP	July, 2026
6	A4703113	Updated Wyndham City's Statement of Commitment to a Child Safe Organisation – as per Wyndham City's Child Safe Management page	23/06/2025	TP TPapaioanou	July, 2026