

## Positive Behaviour Support Policy

### DOCUMENT CONTROL

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Policy area: [Enhance](#)

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Policy owner: Enhance Family Day Care

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### Purpose

To support each child through positive interactions and connections and ensure children feel safe, secure, and supported within the early learning environment. To ensure children are treated with respect, dignity, fairly, and equitably while educators and families implement consistent approaches to support children's selfregulation, understanding feelings and emotions and help build knowledge regarding socially acceptable behaviours.

### Policy

Enhance Family Day Care values children as competent and capable learners in their environment and aims to support all areas of children's development and learning by encouraging positive and healthy communication and behaviours. We believe the learning environment and educator interactions provide guidance to children in the early years and plays a vital role in supporting positive behaviours. Enhance Family Day Care believes in a holistic approach to ensuring children are supported regarding agency and being active decision makers. Children, families, Educators, staff, and management all have a part to play in supporting behaviours, and by using a collaborative approach to positive behaviour support provides the foundation for consistent expectations of children. We aim to ensure the dignity and rights of children are always upheld, while creating an environment where children feel a sense of belonging, wellbeing, identity, and connection with others.

#### **National Quality Standard (NQS)**

Quality area 5

Standard 5.1- Relationships with children

Respectful and equitable relationships are maintained with each child.

Element 5.1- positive educator to child interactions

Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident, and included.

Element 5.1.2- Dignity and rights of the child

The dignity and rights of every child are maintained.

## Standard 5.2- Relationships between children

Each child is supported to build and maintain sensitive and responsive relationships.

### 5.2.1 Collaborative learning

Children are supported to collaborate, learn from, and help each other

### Element 5.2.2 self-regulation

Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts.

## **Legislative requirements**

### Regulation 155 Interactions with children

- Education and care are provided to children in a way that:
  - encourages them to express themselves and their opinions
  - allows them to undertake experiences that develop self-reliance and self-esteem
  - maintains the dignity and rights of each child - gives each child positive guidance and encouragement toward acceptable behaviour
  - has regard to the family and cultural values, age and physical and intellectual development and abilities of each child

### Regulation 156 Relationships in groups

- The service provides children with opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers at the service.

### Section 166 Inappropriate discipline

- 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.

## Scope

This policy applies to the Approved Provider, Enhance Family Day Care Educators, Educator Assistants, Families, Students and Volunteer and Visitors of the Family Day Care Service.

## Implementation

### Enhance will:

- Develop and implement a policy to support behaviour support and guidance.
- Support educators to understand strategies that may be implemented to support their role regarding behaviour guidance.
- Provide relevant training on behaviour support to assist Educators in their role.
- Ensure orientation and enrolment documentation includes information regarding cultural practices and expectations regarding behaviour support.
- Ensure Education and care is provided to children in a way that:
  - encourages them to express themselves and their opinions.
  - allows them to undertake experiences that develop self-reliance and self-esteem.
  - maintains the dignity and rights of each child.
  - gives each child positive guidance and encouragement towards acceptable behaviour.
  - has regard to the family and cultural values, age and physical and intellectual development and abilities of each child.
- Ensure the service provides children with opportunities to interact and develop respectful and positive relationships with each other and with Educators, students, and volunteers at the service.
- 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.

**Educators will:**

- Support children to learn to manage their behaviour and view children as capable and competent individuals who are encouraged to approach situations from a strengths-based perspective.
- Ensure children feel secure and let them know that you are there to help and support them.
- Provide positive reinforcement, encouraging a strong sense of identity and pride in themselves.
- Encourage children to use a range of communication strategies to express their needs, wants and feelings.
- Help children deal with conflict constructively and develop a sense of empathy for others.
- Ensure expectations and strategies are realistic and consistent with the child's developmental level.
- Ensure all limits to behaviour will be clearly expressed in a positive and developmentally appropriate way and reinforced consistently.
- Ensure information is provided about age-appropriate development and that biting and hitting can be normal behaviours in the development of children.
- Ensure positive behaviour support considers the individual needs, abilities, cultural or religious requirements of each child and adopt a learning approach to behaviour guidance in particular:
  - Diverting children to more appropriate activities.
  - Demonstrating appreciation for appropriate behaviour.
  - Acknowledging and building on everyone's strengths and achievements.
  - Role modelling and encouraging positive and peaceful communication.
  - Discussing and negotiating acceptable behaviour with children.
  - Negotiating and resolving disagreements together with children.
  - Including and negotiating any comments and ideas raised by children.
  - Ensure appropriate expectations and talk with them about their behaviour.
- Acknowledge children as individuals with a range of skills, emotions, and experiences both at home and at the service that may impact on how they cope being part of a group setting on any given day.
- Help them learn to self-regulate, for example, to take themselves away from the group to have some quiet time when they need it.
- Encourage them to help others and remind others of rules and limits.

- Create a caring and respectful environment that assists everyone to feel part of the group and to take responsibility for the wellbeing of others.
- Ensure families who may need support are responded to in non-judgmental ways.
- Ensure a collaborative and positive approach is used even when you are unsure of a solution, working in consultation with Families to identify options to solve problems.
- Seek support from colleagues and draw on the service's policies for guidance if needing additional assistance.
- Be aware of and adhere to the Positive behaviour support policy.
- Ensure if further support is needed that involves safety issues or if additional strategies are required, the relevant Inclusion Support Agency is contacted.
- Providing adequate space and a balance of activities, that provide for challenge and inspire a sense of wonder.
- Organising small groups and ensure that the day is based on their rhythms, interests, and routines.
- Implement a flexible routine, where educators respond and adjust to children's needs, an example might be providing access to both the indoor and outdoor spaces simultaneously.
- Ensure transitions are planned and considered to provide routine, assurance and to reduce anxiety or stress.
- Offer a variety of materials, equipment and experiences that engage children's interests, are culturally relevant and create a sense of belonging and security.

**Families will:**

- Share information relating to behaviour management during the enrolment process and families will be advised that any form of:
  - physical punishment,
  - isolation,
  - immobility,
  - shouting or withholding food or drink is not acceptable (by parents, staff, Educators, or any other person) in the education and care service.

- In addition:
  - voice intonations,
  - facial expressions and
  - language is to be positive and respectful.
- Develop a collaborative partnership with educators that involves respectful communication about all aspects of a child's learning, helping both parties to adopt a holistic and consistent approach. • Be familiar with the organisations Behaviour Support Policy
- Be familiar with the organisational Philosophy.

## **Variations**

FDCAQ reserves the right to vary, replace or terminate this Policy.

<p><b>Links to associated documents</b></p>	<p>Enrolment and Orientation Policy</p> <p>Experiences and Interactions of the Whole Child Policy</p>
<p><b>Acknowledgements and references</b></p>	<p>ACECQA – Guide to the National Quality Framework <a href="https://www.acecqa.gov.au/guide-to-the-nqf-220511-compressed.pdf">Guide-to-the-NQF-220511-compressed.pdf (acecqa.gov.au)</a></p> <p>ACECQA – Inappropriate discipline information sheet <a href="https://www.acecqa.gov.au/inappropriate-discipline.pdf">inappropriate-discipline.pdf (acecqa.gov.au)</a></p> <p>ACECQA- Information sheet- QA5 Supporting children to regulate their own behaviour <a href="https://www.acecqa.gov.au/">https://www.acecqa.gov.au/</a></p> <p>ACECQA – Relationships with children information sheet <a href="https://www.acecqa.gov.au/qa5-relationships-with-children.pdf">QA5_RelationshipsWithChildren.pdf (acecqa.gov.au)</a></p> <p>ACECQA – Supporting agency: Involving children in decisionmaking information sheet <a href="https://www.acecqa.gov.au/qa1-supporting-agency-involving-children-in-decision-making.pdf">QA1_SupportingAgencyInvolvingChildreninDecisionMaking.pdf (acecqa.gov.au)</a></p> <p>ACECQA – Supporting children to regulate their own behaviour information sheet <a href="https://www.acecqa.gov.au/qa5-supporting-children-to-regulate-their-own-behaviour.pdf">QA5_Supporting children to regulate their own behaviour.pdf (acecqa.gov.au)</a></p> <p>Commonwealth of Australia – Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) <a href="https://www.education.gov.au/belonging-being-and-becoming-the-early-years-learning-framework-for-australia">Belonging, Being &amp; Becoming - The Early Years Learning Framework for Australia - Department of Education, Australian Government</a></p> <p>Commonwealth of Australia – My Time, Our Place: Framework for School Age Care <a href="https://www.acecqa.gov.au/my-time-our-place-framework">My Time Our Place Framework (acecqa.gov.au)</a></p> <p>Starting Blocks – Developing children’s positive behaviour in childcare <a href="https://www.acecqa.gov.au/starting-blocks">Positive behaviour in child care   Starting Blocks</a></p> <p>UNICEF –United Nations Convention on the rights of the child <a href="https://www.unicef.org.au/">United Nations Convention on the Rights of the Child (unicef.org.au)</a></p>

## Versions

Version	Approval date	Authorised by	Effective date	Last reviewed	Next review date
1.	April 2017	General Manger of Enhance Children's Services	April 2017	April 2017	When needed
2	14.02.2023	General Manager, Enhance Family Day Care	02/03/2023	6.12.2022	02/03/2025
3	03.02.2025	General Manager, Enhance	03.02.2025	03.02.2025	03.02.2029