



## Cheltenham Community Centre Early Learning Childcare

# E1. Behaviour Guidance

### 1. Policy

- 1.1 Cheltenham Community Centre (CCC) Children's Services is committed to:
  - Taking a positive approach to guidance and discipline with the aim of children developing self-discipline
  - Developing behaviour based on control of self and understanding, and appreciation of other people's needs, rights and feelings, and
  - The importance of positive caring relationships to assist children to develop socially and emotionally.
- 1.2 This policy applies to the Approved Provider, Nominated Supervisor, Early Childhood Educators, staff and parents/guardians who wish to enroll or have already enrolled at CCC.
- 1.3 In order to assess whether the values and purposes of this policy have been achieved, we will:
  - Welcome feedback from everyone affected by this policy regarding its effectiveness
  - Monitor the implementations, compliance, complaints and incidents in relation to this policy
  - Keep the policy up to date with current legislation, research, policy and best practice
  - Revise the policy and procedures as part of the service's policy review cycle, or as required, and
  - Notify parents/guardians at least 14 days (about 2 weeks) before making any changes to this policy or its procedures.

### 2. Procedure

- 2.1 Staff will recognise that for discipline to be effective, children need:
  - A genuine sense of loving care
  - A non-judgmental and secure atmosphere
  - A positive sense of self
  - A sense of trust in caregivers, and
  - Empathic understanding.
- 2.2 Guidance will always encourage the individuality, confidence and self-esteem of all the children.
- 2.3 Consistent clear procedure, limits and rules will be developed in consultation with parents and will be:
  - Known and understood by staff
  - Shared with parents, and
  - Explained to children.

- 2.4 Staff will consult with parent's regularly on disciplinary matters and will seek constructive solutions to any difference in values.
- 2.5 External professional help may be sought with parental permission and the parent/child referred as appropriate. Strategies may be put into place for individual children.
- 2.6 Staff's expectations of children's behaviour will be developmentally appropriate and realistic for the situation.
- 2.7 Discipline will be seen as helping a child know what to do (in a positive way), e.g. "The blocks are for building with, balls are for throwing". Adults will only say NO when prohibition is required quickly e.g. to prevent hurt, danger or damage.
- 2.8 No child will be subjected to any form of physical punishment, immobilisation, or any other humiliating or frightening techniques. Staff will not use competition, comparison, blackmail or criticism.
- 2.9 If physical restraint is necessary, Educators should be as gentle as possible but firm enough that the child cannot slip away. Physical restraint will only be applied if there is immediate danger, and potential harm will happen to another child, adult or educator. Parents will be notified if physical restraint is/has been required and such a measure agreed to.
- 2.10 Staff will acknowledge and accept a child's feeling of anger, frustration and jealousy. Staff will distinguish the feeling from the behaviour so that it is the behaviour that is unacceptable rather than the feeling e.g. "I can see you are angry, but people are touched gently here, as I am touching you now".
- 2.11 Staff will work with children in a helpful and supportive way rather than seeing confronting behaviour as an attack upon the staff's authority (i.e. avoid power struggles).
- 2.12 Staff will help children develop empathy for others rather than forcing them to apologise (a meaningless thing for younger children).
- 2.13 Staff will recognise that testing limits and expressing opposition to adults is part of developing a healthy sense of self as a separate autonomous individual.
- 2.14 Staff will use differential attention to -
- reinforce acceptable behaviour by:
    - acknowledging children behaving in a desirable way, and
    - giving attention that is rewarding for that child (e.g. cuddle, encouragement, special job, sticker, attention) and is immediate, obvious, consistent and frequent (especially in the early stages).
  - and to -
  - address unacceptable behaviour by:
    - Whenever possible, ignoring undesirable behaviour (as attention given may reinforce the poor behaviour)
    - Ignoring (a total withholding of attention with staff aware of body language) that is immediate, obvious and consistent. Ignoring is not appropriate if any person's welfare is threatened or if there is the likelihood of damage to property.
- 2.15 Other methods of guidance will include:
- Redirection to keep a disruptive child occupied
  - Anticipating and eliminating potential problems
  - Encouragement using actions and words to guide a child
  - Adapting the environment to eliminate the behaviour
  - Giving choices, but only when it is appropriate and intended that the child truly has a choice

- Using natural/logical consequences (e.g. if a child doesn't come for the story, the child misses out)
- Using artificial/arbitrary consequences (e.g. being deprived of something, being isolated from the group)

### 3. Legislation and regulations

- 3.1 Under the Education and Care Service National Law Act 2010 (Vic) section 166, it is an offence for a provider, nominated supervisor, staff member, volunteer or family daycare educator of an approved education and care service to subject a child to any form of corporal punishment.
- 3.2 Under the Education and Care Services National Law Act 2010 (Vic) section 167, every reasonable precaution must be taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.
- 3.3 Relevant legislation and standards include, but are not limited to:
- *Education and Care Services National Regulations 2011: Regulations 155, 156, 166, 167, 168(2)(j)*
  - *Education and Care Services National Law Act 2010*
  - *National Quality Standard, Quality Area 5: Relationships with children*
    - Element 5.1.1: Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
    - Element 5.1.2: The dignity and rights of every child are maintained.
    - Element 5.2.2: Offence to use inappropriate discipline
  - *United Nations Convention on the Rights of the Child: Article 19*
  - *Charter of Human Rights and Responsibilities Act 2006 (Vic)*
  - *Child Wellbeing and Safety Act 2005 (Vic)*
  - *Disability Discrimination Act 1992 (Cth)*
- 3.4 The most current amendments to listed legislation can be found at:  
[Victorian Legislation – Victorian Law Today](#)  
[Commonwealth Legislation - Federal Register of Legislation](#)

### 4. Definitions

- 4.1 **Behaviour guidance:** A means of assisting children to self-manage their behaviour. It differs from traditional 'behaviour management' or 'discipline' which generally implies that an adult is 'managing' children's behaviour or using punishment to control children. Behaviour guidance applies to all forms of behaviour, not just behaviours labelled as 'negative'.
- 4.2 **Behaviour guidance plan:** A plan designed by a child's therapist or team of therapists that documents strategies to assist an educator in guiding a child with diagnosed behavioral difficulties to self-manage his/her behaviour. The plan is developed in consultation with the Early Years Team Leader, educators, parents/guardians and families, and other professional support agencies as applicable.
- 4.3 **Challenging behaviour** is that which:
- disrupts others or causes disputes between children, but which is part of normal social development
  - infringes on the rights of others
  - causes 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

- is inappropriate relative to the child’s developmental age and background.

4.3 **Empathy:** Is simply the ability to recognise and identify with the feelings and emotions that are experienced by another. Empathy is a skill that develops, through a mix of experience and brain development, in the first four years of life and beyond.

4.5 **Inclusion Support Program:** Funded by the Commonwealth Government to promote and maintain high quality, inclusive education and care, for all children, including those with ongoing high support needs, in eligible early childhood education and care settings. This is achieved by increasing the knowledge and skills of educators and the capacity of education and care services, through professional development, advice and access to additional resources and inclusion support. Details are available at: <https://www.education.gov.au/early-childhood/inclusion-support-program>.

4.6 **Positive caring relationships:** Each child can engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. To build positive relationships with others, children need to develop 'social competence' and the ability to interact with others with care, empathy and respect.

## 5. Sources and related policies

### 5.1 Sources:

- [Behaviour guidance](#)
- [Convention on the Rights of the Child.](#)
- [Corporal punishment: Key issues](#)
- [How Children Develop Empathy | Psychology Today Australia](#)
- [Early childhood resource hub \(ecrh\);](#)
- [National Quality Standard: Quality Area 5: Relationships with Children.](#)
- [Obligations to protect children in Early Childhood Services.](#)
- [Understanding children’s behaviour](#)

### 5.2 Services policies:

- Code of conduct
- Workplace health and safety
- Parent complaint procedure
- Confidentiality policy and guidelines
- Inclusion and Equity
- Child protection

## Revision History

Date	Revision	Revised by
11/04/2016	Created	Tammy Rowed
31/08/2020	Updated	Leanne Lee-Ack
31/08/2020	Reviewed for consistency with CCC Policy & Procedure Manual	Catriona O’Neill
26/08/2024	Reviewed & updated	Elizabeth Briggs & Leanne Lee-Ack
29/08/2025	Reviewed and updated	Leanne Lee-Ack