

Woden Valley Child Care Centre Association Incorporated

Behaviours that challenge *(Behaviour guidance policy and procedures)*

Date Reviewed:

February 3, 2026

Regulation:

155, 156, 168(2)(a)

Standards:

5

Aim

The aim of this Behaviour Guidance Policy at Woden Valley Early Learning Centre (WVELC) is to:

- Support educators and families in fostering positive strategies that build children's confidence, self-esteem, and emotional resilience.
- Provide children with consistent guidance, enabling them to manage their own behaviour in a supportive and nurturing environment.
- Promote a sense of belonging, security, and respect for each child's individuality.
- Recognise that a child's behaviour is often an expression of their needs and their desire for connection.

Policy Statement

At WVELC, we believe in a positive guidance approach that focuses on teaching children about their rights and responsibilities. We encourage children to understand the impact of their actions on others, and we aim to promote intrinsic motivation rather than external rewards. Our goal is to help children develop the ability to make thoughtful decisions and to engage meaningfully in their communities.

Understanding Behaviour

We acknowledge that children's behaviour can be influenced by a variety of factors, including:

- Developmental stage and any special or additional needs.
- Overall health and wellbeing.
- Family relationships and dynamics.
- The learning environment, including physical and social factors such as space, weather, and time of day.
- Educator strategies and the quality of interactions.
- Relationships with peers, educators, and other community members.

- External influences such as family life, trauma, or media coverage of significant events.

We recognise that each child's behaviour is unique, and we are committed to working closely with families to create supportive, developmentally appropriate practices that respect the diverse backgrounds and needs of each child.

Guidance Strategies and Practices

WVELC follows a guidance-based approach to behaviour management, focusing on positive teaching methods. Our strategies include:

- Setting realistic expectations based on each child's developmental stage and needs.
- Helping children understand what is considered appropriate and helpful behaviour, encouraging them to act considerately without the need for constant supervision.
- Providing tools to help children regulate and express their emotions, especially during moments of change, excitement, or frustration.
- Encouraging children to cooperate with peers, educators, and the community, meeting everyone's needs in a respectful and collaborative way.
- Empowering children by giving them a sense of agency, so they understand that their actions can have a positive impact on the world around them.
- Being proactive in identifying developmental red flags and working with allied health professionals when necessary, ensuring both the child and family receive the support they need.
- Acknowledging sensory processing differences and adjusting strategies to help children connect with their environment in ways that support their well-being.

Key Approaches

1. Circle of Security

WVELC incorporates the Circle of Security framework to help build secure attachments between children and their caregivers. This model emphasizes providing children with a safe base from which they can explore the world, while offering comfort and support when needed. By building trust and responding to children's emotional needs, educators create a safe and secure environment that fosters healthy development and positive behaviour.

2. Zones of Regulation

The Zones of Regulation framework is used to help children identify and manage their emotions. We teach children to recognize their emotional states and apply strategies to move between different zones, fostering self-regulation:

- Blue Zone: Low alertness (e.g., sadness, tiredness).
 - Green Zone: Optimal learning state (e.g., calm, focused, happy).
 - Yellow Zone: Elevated alertness (e.g., anxiety, frustration).
 - Red Zone: Extreme emotional states (e.g., anger, rage, panic).
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The office serves as a designated Blue Zone, offering a calming space for children to regulate their emotions when necessary.

3. Respectful Language

All staff at WVELC are expected to use respectful, positive language when communicating with children. This approach models considerate communication, helping children learn to express themselves in a way that is mindful of others. (Refer to the Intentional Language Guide in the programming documentation for further expectations.)

4. Use of Words, Not Actions

Educators are encouraged to use words to guide children's behaviour, helping them understand expectations and the rationale behind them. Physical actions should not be used as a form of discipline. Educators model positive behaviour and communication through their interactions.

5. Prohibition of Force

Under no circumstances should staff use force or restrictive practices unless there is an immediate danger to the child or others. Any intervention must prioritize the safety and dignity of the child, and force should never be used as a disciplinary measure.

6. Prohibition of Punishment

WVELC educators do not use physical or exclusionary punishment. Discipline at WVELC is always constructive, aimed at guiding rather than punishing. The focus is on helping children learn from their actions and understand how to make better choices in the future.

7. Engagement at Child's Level

Educators will engage with children by speaking at their level (physically and emotionally). This approach minimizes any intimidation that may arise from towering over children, fostering a more respectful and open dialogue. When necessary, educators will kneel or sit with children to ensure effective and compassionate communication.

Additional Considerations

- Cultural Sensitivity: We recognize and respect each child's unique background and individual needs. We work in partnership with families to ensure cultural practices are honored and that all children feel valued and understood within the Centre.
 - Partnership with Families: We believe that open communication between educators and families is crucial for fostering a positive environment for children. We encourage families to share any insights into their child's behaviour or circumstances that may affect their well-being, so we can work together to provide the best support possible.
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Unsafe or High-Risk Behaviour

Where a child's behaviour presents an immediate or ongoing risk to their own safety, the safety of other children, educators or other members of the WVELC community, educators will take reasonable steps to reduce the risk while maintaining the child's dignity and wellbeing.

This may include circumstances where a child is:

- repeatedly physically harming or attempting to harm themselves or others;
- engaging in behaviour that creates a significant safety risk to children or educators;
- intentionally or repeatedly damaging property in a manner that creates a risk of injury;
- displaying behaviour of such intensity, frequency or duration that educators are unable to maintain the safety and appropriate supervision of the child, other children or the wider group.

Where reasonable guidance, regulation and de-escalation strategies have been attempted and the child cannot safely remain within the education and care environment, the Nominated Supervisor or Responsible Person may contact the child's parent or authorised nominee and request that the child be collected from the service as soon as it is possible.

Any request for collection will be based on the immediate safety and wellbeing needs of the child and the wider WVELC community and will not be used as a form of punishment or exclusionary discipline.

Incidents will be documented in accordance with WVELC's Incident, Injury, Trauma and Illness procedures. Where unsafe behaviours are ongoing or recurring, WVELC will meet with the family to develop or review appropriate behaviour guidance and risk-management strategies and may request the involvement of relevant allied health professionals or specialist support services.

Related Policies and Procedures

- Interaction with Children Policy
- Children's Protection Office Job Description

References

- Porter, L. (2009). Guiding Children's Behaviour. Retrieved from www.federalscscc.com.au
- ACECQA (2018, February). Supporting Children to Regulate Their Own Behaviour. Quality Area 5.

Policy created on:

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Written by:

Paulina Jagus

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Cultural diversity

Date Reviewed:

August 4, 2026

Regulation:

155 (e)

Standards:

5.1, 5.2

Aim

The aim of this Cultural Diversity, Equity and Inclusion Policy is to define Woden Valley Early Learning Centre's (WVELC) approach to cultural responsiveness, diversity, equity and inclusion.

WVELC is committed to creating an environment where all children, families, educators and staff feel valued, respected, safe and connected. Diversity is recognised as a strength and is embedded within our relationships, curriculum, environments and everyday practices.

Our approach is guided by the best interests of children, respectful partnerships with families, the approved learning frameworks, relevant legislation and our commitment to providing high-quality, inclusive early childhood education and care.

Understanding Culture and Diversity

Culture includes the values, beliefs, traditions, languages, practices and ways of knowing, being and doing that may be shared by groups, families and communities.

Culture:

- Is learned within families and communities and may be passed between generations.
- Contributes to an individual's sense of identity, belonging and connection.
- Is dynamic and may change and evolve over time.
- Can influence communication, relationships, traditions, child-rearing practices and ways of understanding the world.
- May be expressed through language, food, storytelling, music, art, celebrations, spirituality, relationships and everyday family practices.

WVELC recognises that diversity extends beyond cultural background and may include language, family structure, abilities, neurodiversity, socioeconomic circumstances, beliefs, gender, identity, personal experiences and individual strengths.

Awareness, Respect and Cultural Responsiveness

WVELC acknowledges and respects:

- Aboriginal and Torres Strait Islander peoples as the First Peoples and Traditional Custodians of the lands and waters of Australia.

- The continuing cultures, histories, knowledge and contributions of Aboriginal and Torres Strait Islander peoples.
- The importance of embedding Aboriginal and Torres Strait Islander perspectives meaningfully within everyday practice, rather than limiting these perspectives to special events or occasions.
- Australia's cultural and linguistic diversity and the many different values, beliefs, traditions and experiences represented within our community.
- The uniqueness of each child and family, including their cultural identity, family traditions, beliefs, languages and child-rearing practices.
- The importance of supporting children to develop respectful and positive attitudes towards diversity.
- The responsibility of educators to recognise and challenge bias, discrimination, stereotypes, exclusion and inequity when they arise.
- The importance of ongoing professional learning and critical reflection to strengthen educators' cultural responsiveness.

Educators are encouraged to reflect on their own beliefs, values, assumptions and biases and consider how these may influence their interactions, expectations and teaching practices.

Access and Participation

WVELC believes that every child and family has the right to access and participate meaningfully in high-quality early childhood education and care.

WVELC will:

- Welcome children and families from diverse backgrounds and experiences.
- Support children to maintain connections with their family, culture, language and community.
- Provide equitable opportunities for participation, recognising that individual children may require different resources, supports or adjustments.
- Work collaboratively with families to understand their child's individual needs, routines, culture, beliefs and family practices.
- Make reasonable efforts to support communication with families who speak languages other than English, including the use of interpreting and translation services where appropriate.
- Ensure families are treated respectfully and are provided with opportunities to contribute to decisions that affect their child.

Program Development

WVELC is committed to developing a curriculum that meaningfully reflects diversity and supports children to develop respect, curiosity, empathy and an understanding of the world around them.

Inclusive Curriculum

Children's programs are intentionally developed to reflect cultural diversity, equity and inclusion.

Cultural perspectives are embedded throughout everyday learning rather than being limited to specific celebrations or cultural events.

Educators consider the cultures, languages, experiences, interests and family backgrounds represented within the WVELC community when planning learning experiences.

Learning About Culture

Educators learn alongside children about cultures, communities, traditions and ways of living.

Cultural experiences are approached thoughtfully and respectfully, with consideration given to authenticity, accuracy and cultural integrity.

Where appropriate, educators seek guidance from families, community representatives, cultural organisations and members of the pedagogical leadership team.

Educators avoid stereotypes, tokenistic representations or activities that reduce cultures to costumes, food, flags or celebrations alone.

Multicultural and Multilingual Experiences

Children may be provided with opportunities to experience:

- Languages represented within WVELC and the broader community.
- Stories and literature portraying diverse families, cultures and experiences.
- Songs, music, dance and storytelling traditions from different communities.
- Food traditions and experiences that are meaningful to children, families and communities.
- Art, environments and resources reflecting diverse people and perspectives.
- Opportunities to discuss similarities and differences in respectful and developmentally appropriate ways.

Family Participation

Families are encouraged to contribute to WVELC's curriculum and community by sharing their knowledge, languages, traditions, experiences, skills and cultural practices where they feel comfortable doing so.

Family participation is voluntary and families will not be expected to act as representatives or experts for an entire cultural group.

Aboriginal and Torres Strait Islander Perspectives

WVELC is committed to respectfully embedding Aboriginal and Torres Strait Islander perspectives throughout the curriculum and daily practices.

This may include:

- Acknowledgement of Country.

- Learning about the Country on which WVELC operates.
- Building respectful relationships with Aboriginal and Torres Strait Islander community members and organisations.
- Including Aboriginal and Torres Strait Islander stories, music, artwork, perspectives and ways of knowing, being and doing.
- Supporting educators to strengthen their knowledge and confidence through professional learning.
- Ensuring cultural resources and experiences are accurate, respectful and appropriately sourced.

WVELC recognises that meaningful cultural responsiveness requires ongoing learning, relationships and reflection.

Guiding Principles

Respect

We foster respectful relationships and recognise the value, dignity, experiences and contributions of every child, family and staff member.

Equity

We recognise that fairness does not always mean providing everyone with exactly the same experience.

Children may require different levels of support, resources or adjustments to participate fully and reach their potential.

Inclusion

All children and families should experience belonging and meaningful participation within the WVELC community.

Children's identities, strengths, family structures and cultural backgrounds are respected and reflected within the curriculum, learning environments and relationships.

Community Partnerships

WVELC values partnerships with families, local communities, cultural organisations and community leaders.

These partnerships strengthen our understanding and support authentic and meaningful curriculum experiences.

Reflection and Growth

Educators engage in ongoing critical reflection and professional learning to strengthen inclusive practice and cultural responsiveness.

Educators are encouraged to recognise assumptions and biases and consider how these may influence their interactions and decision-making.

Strategies for Implementation

WVELC will support this policy through:

Curriculum Review

Resources, learning environments and curriculum experiences are regularly reviewed to ensure diverse cultures, identities, abilities, families and perspectives are represented respectfully.

Cultural Experiences and Celebrations

Where cultural festivals, significant events or celebrations are explored, educators aim to ensure experiences are respectful, meaningful and informed by appropriate cultural knowledge.

Cultural learning will not be limited to special occasions and will instead form part of everyday curriculum and relationships.

Reflective Practice

Educators engage in individual and team reflection regarding cultural responsiveness, diversity, equity and inclusion.

Feedback from children, families, educators and community members may be used to strengthen practice.

Community Connections

WVELC seeks opportunities to engage appropriately with local cultural organisations, Aboriginal and Torres Strait Islander community members, Elders, storytellers, artists, musicians and other community representatives.

Workforce Diversity and Professional Respect

WVELC values a diverse workforce and recognises the contribution of educators and professionals from different backgrounds, identities and life experiences.

WVELC recognises the important contribution of male educators within the early childhood education and care profession and supports diversity within a profession that has traditionally been predominantly female.

Discrimination, harassment, stereotyping, exclusion or inappropriate assumptions about an employee based on gender, cultural background, age, disability, appearance or other personal characteristics will not be accepted.

All educators and staff are expected to be treated as professionals and with dignity and respect.

Individual Expression and Professional Presentation

WVELC respects individual expression, including tattoos, hairstyles, cultural dress and personal style.

Staff presentation must remain appropriate for an early childhood education and care environment and comply with health, safety, hygiene, child safeguarding and professional conduct expectations.

Clothing, imagery, language or presentation that could reasonably be considered discriminatory, intimidating, unsafe or offensive is not appropriate.

Respecting Individual Children and Families

WVELC recognises that every child and family brings individual needs, beliefs, values, experiences and perspectives to the Centre.

Educators work collaboratively with families and remain flexible where possible in responding to individual needs and family practices.

Decisions affecting children will be guided by:

- The best interests, safety and wellbeing of the child.
- The child's age and developmental needs.
- Respectful partnerships with families.
- Relevant legislation and regulatory requirements.
- Approved learning frameworks.
- Contemporary professional knowledge and evidence.
- WVELC policies, procedures and child safeguarding responsibilities.

Where differences in perspectives arise, WVELC will seek respectful communication and collaborative solutions wherever reasonably possible.

Identity, Bodies and Developmentally Appropriate Practice

WVELC acknowledges that children and families may understand and express identity in different ways.

Educators respond respectfully and sensitively to children's questions and expressions of identity, taking into consideration the child's age, developmental stage, family context and individual needs.

When children are learning about their bodies, educators use clear, factual and age-appropriate anatomical language.

Discussions relating to bodies, families, relationships, identity and gender will be approached in a developmentally appropriate manner and without stereotyping, discrimination or judgement.

WVELC recognises the important role of families in children's development and will communicate respectfully with families where individual questions, needs or circumstances require further discussion.

Responding to Bias and Discrimination

WVELC does not tolerate discrimination, racism, harassment, stereotyping, exclusion or prejudicial behaviour within the Centre.

Where inappropriate comments, behaviours or assumptions arise, educators will respond in a manner appropriate to the circumstances and developmental level of the children involved.

Educators will support children to develop empathy, fairness, respect and an understanding that people and families may be similar in some ways and different in others.

Concerns regarding discrimination or inappropriate conduct involving adults will be addressed in accordance with relevant WVELC policies and procedures.

Policy created on:

Written by:

Review date:

August 4, 2026

Paulina Jagus

June, 2027

Related Policies and Procedures

- Inclusion Policy
- Child Protection Policy

References

- Australian Children's Education & Care Quality Authority (ACECQA) – National Quality Standard (NQS): Quality Areas 5.1, 5.2
- Department of Education, Skills, and Employment (Australian Government) – Cultural Competence Framework
- Early Childhood Australia (ECA) – Code of Ethics
- UNESCO – Early Childhood Education for Sustainable Development

Inclusion policy

Date Reviewed:

May 12, 2025

Regulation:

90, 155, 162

Standards:

1.1, 2.1, 3.2, 5, 6.3

Aim

The purpose of this Inclusion Policy at Woden Valley Early Learning Centre (WVELC) is to outline our commitment to inclusive practices that ensure all children, families, and community members feel welcomed, respected, and supported. We aim to provide an environment where every child can participate fully in their learning experiences and have their individual needs and strengths acknowledged.

Inclusion is...

Inclusion is an approach to teaching and learning that recognises the diverse needs of all children and enables them to access all areas of the curriculum. It ensures that children are not only supported to demonstrate their strengths but also empowered to share their ideas and experiences. The goal of inclusive education is to foster confidence, respect, and responsibility, helping children grow into active and engaged citizens of the world.

Awareness and Acceptance

At WVELC, we strive to build an inclusive and accepting environment for all children, educators, and families by:

- Supporting children and educators to develop positive attitudes towards diversity and others.
- Celebrating the uniqueness of each family and the diverse needs of each child, understanding that every child brings valuable perspectives to our community.
- Encouraging ongoing professional development for educators to deepen their knowledge and understanding of inclusive practices. This helps educators reflect on their own values, beliefs, and behaviours, ensuring they are able to provide care and education that respects and promotes diversity.
- Acknowledging and embracing Australia's diverse society, which includes people with a wide range of abilities, cultures, and backgrounds.
- Ensuring that enrolment documentation identifies any children with additional needs so that appropriate supports and accommodations can be put in place before the child begins attending.
- Integrating the Inclusion Policy into all aspects of program development, practice, and interaction between educators, children, and families.

Access to WVELC

WVELC acknowledges that every child, along with their parents/guardians and families, has the right to access early childhood education and care services that support their growth, development, and community connection. To ensure this, we commit to:

- Promoting strength-based approaches that focus on children's abilities and the importance of building strong identities and connections.
- Ensuring that information about WVELC and the services it offers is accessible to all families, including those from linguistically and culturally diverse backgrounds. Where necessary, we encourage families to utilise the ACT Translating and Interpreting Service to facilitate communication.
- Building respectful partnerships with all families, recognising them as their child's first teachers and welcoming their input, suggestions, and involvement in the learning process.

Program Development

In line with our commitment to inclusion, WVELC ensures that all aspects of program development and implementation are designed to support children, educators, and families in an equitable and inclusive manner. This includes:

- Incorporating inclusive practices and strategies that benefit all children, regardless of background, ability, or circumstance.
- Ensuring that all programs are adaptable to the individual needs of children, including those with medical conditions, disabilities, and specific treatments or medication needs.
- Designing programs that expose children to diverse images, stories, toys, and songs that challenge bias, promote compassion, understanding, and tolerance. This helps children develop a broader perspective of the world around them.
- Actively inviting and encouraging parents/guardians/families to share their cultural knowledge, practices, and traditions with the Centre, enriching the learning experience for all children.
- Engaging in reflective practice to ensure all children, families, and educators are receiving the support they need to thrive in an inclusive and welcoming environment.

Key Principles

1. **Respect for Diversity:** All children and families at WVELC are valued for their unique cultural backgrounds, abilities, beliefs, and experiences. Educators are committed to recognising and respecting these differences, ensuring that everyone feels seen, heard, and respected.
2. **Equity:** WVELC is committed to providing all children with the same opportunities to participate in all learning activities, ensuring that every child's needs are met through appropriate accommodations and adjustments.
3. **Collaboration:** WVELC works in partnership with families, educators, and external professionals to provide the best possible support for children. We recognize that collaborative relationships with families are crucial to fostering an inclusive environment.
4. **Adaptability:** We understand that children's needs may change over time. Our programs and practices are flexible and can be adapted to accommodate the diverse and evolving needs of all children, ensuring their continued success and engagement in the learning process.

Strategies for Implementing Inclusion

- Professional Development: Educators will engage in ongoing professional development to ensure they are equipped with the knowledge and skills necessary to support children with diverse needs.
- Individualized Support: Where necessary, individualised support plans will be developed in collaboration with families, external professionals, and the child's educator to ensure that the child's specific needs are met in a holistic and supportive manner.
- Reflective Practice: Educators will regularly engage in reflective practice to evaluate the effectiveness of inclusive strategies and make any necessary adjustments to their approach.

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Written by:

Paulina Jagus

Review date:

June, 2026

Related Policies and Procedures

- Child Protection Policy
- Educational Program and Planning Policy

References

- Australian Children's Education & Care Quality Authority (ACECQA) – National Quality Standard: Quality Area 1.1, 2.1, 3.2, 5, 6.3
- Early Childhood Australia (ECA) – Inclusion Framework for Children's Services

Interactions with children

Date Reviewed:

May 12, 2025

Regulation:

155-156, 168 (2)(j)

Standards:

4.2.25.1, 5.2

Aim

The aim of this policy is to outline the expectations for educators at Woden Valley Early Learning Centre (WVELC), model appropriate behaviours, and promote best practices among educators, parents, guardians, and families. This policy is intended to foster an environment where children feel safe, valued, and empowered to express themselves and engage in positive learning experiences.

The Law (Regulation 155)

As per Regulation 155 under the National Quality Standard (NQS), an approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that:

- (a) Encourages children to express themselves and share their opinions.
- (b) Provides opportunities for children to undertake experiences that develop self-reliance and self-esteem.
- (c) Maintains at all times the dignity and rights of each child.
- (d) Provides each child with positive guidance and encouragement toward acceptable behaviour.
- (e) Takes into account the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by WVELC.

Woden Valley Early Learning Centre (WVELC) will:

1. Adhere to Key Ethical and Legal Standards:
WVELC is committed to upholding the principles of the United Nations Declaration of the Rights of the Child, the Early Childhood Australia (ECA) Code of Ethics, and the National Quality Framework (NQF). These frameworks guide our practice to ensure the highest standard of care, education, and respect for children's rights and dignity.
2. Maintain the Dignity and Rights of Children:
Policies and procedures at WVELC are in place to ensure that children's dignity and rights are upheld at all times, particularly in intimate care routines such as nappy changing, toileting, and dressing. This is done in a way that respects each child's privacy, comfort, and emotional needs.

3. Employ Qualified and Reflective Educators:

WVELC is dedicated to employing qualified educators or educators who are working towards recognized qualifications. These educators must demonstrate high levels of:

- Knowledge of child development and best practices.
- Enthusiasm for extending their professional knowledge, regularly engaging with current theories and practices.
- Commitment to critical reflection on their practice, ensuring continuous improvement in program delivery.
- Passion for developing confident, expressive children, focusing on building social skills and self-esteem.
- Respect for diversity, including an appreciation for each child's unique cultural identity, ethnicity, religion, home life, and physical and intellectual abilities.

4. Provide Positive Guidance and Encouragement:

Educators will work collaboratively with parents/guardians to ensure they have the tools, knowledge, and strategies to give positive guidance and encourage acceptable behaviours in children. This will be done through regular feedback, shared resources, and a commitment to supporting families in their parenting journey.

5. Ensure Adequate Staffing Levels:

WVELC ensures that the educator-to-child ratio is consistently maintained, providing a safe, educational, and caring environment for all children. Adequate staffing ensures that every child receives the individual attention they need to thrive, feel secure, and develop to their full potential.

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Woden Valley Child Care Centre Association Incorporated

Termination of enrolment policy

Date Reviewed:

September 3, 2026

Regulation:

155, 56, 73, 168, 77, 42

Standards:

5, 7

Note: The cancellation of an enrolment with Woden Valley Early Learning Centre (WVELC) is not a decision that is taken lightly and will only occur in exceptional circumstances. WVELC is committed to supporting all children and families, but there are situations in which cancellation of enrolment may be necessary for the safety and wellbeing of children, staff, and the broader WVELC community.

WVELC May Require the Removal of a Child/ren in the Following Circumstances:

Child/ren's Behaviour:

1. Inability to Adapt:
The child/ren do not adapt to their environment within a reasonable time period, despite reasonable efforts and supports being put in place.
2. Risk of Serious Injury:
The child/ren is/are at risk of causing serious injury to themselves or others, and all intervention strategies have been exhausted without improvement.
3. Inability to Accommodate Special Needs:
WVELC is unable to accommodate the child/ren's special needs (e.g., through alterations to the building or specific supports) despite reasonable efforts.

Note: WVELC has a commitment to inclusion and will make every possible effort to integrate children with additional needs before considering enrolment cancellation. All reasonable intervention strategies or other support mechanisms will be explored before this decision is made.

If, after a reasonable period, and despite the intervention strategies or other support strategies, the situation presents a clear danger to the health and wellbeing of other children or staff, the Director will make the final decision on whether to cancel the enrolment and request that the child no longer attend WVELC.

Parental/Guardian Circumstances:

WVELC may request that a parent/guardian remove their child from care under the following circumstances:

1. Failure to Pick Up Sick Children:
The parent/guardian does not make reasonable efforts to pick up their child when the child is sick or knowingly brings a sick child to WVELC, placing the health and wellbeing of others at risk.
2. Non-Payment of Fees:
The parent/guardian regularly makes late payments or fails to pay fees entirely (refer to the Enrolment, Orientation and Fee Policy).
3. Non-Attendance Without Communication:
The child suddenly stops attending childcare, and the parent/guardian cannot be reached or does not make contact for more than four weeks.
4. Failure to Respect Policies:
The parent/guardian refuses to respect WVELC's rules, policies, and procedures, which are put in place to ensure the safety and wellbeing of all children and families.
5. Contrary to WVELC Values:
Acts that are contrary to the values and interests of WVELC (e.g., defamation of WVELC, either verbally or in writing; see Families Code of Conduct).
6. Violence or Aggression:
Any physical or verbal violence towards staff, children, other parents/guardians, or any other person on the premises will result in immediate termination of enrolment.
7. Failure to Collaborate on Behaviour Improvement:
The parent/guardian does not collaborate with WVELC in the establishment and implementation of strategies aimed at improving the child's behaviour, despite clear communication and support being offered.
8. Persistent and Ongoing Unsafe Behaviour
Where a child demonstrates persistent, frequent or escalating behaviours that present a significant risk to their own safety or wellbeing, or to the safety and wellbeing of other children, educators or staff, WVELC may review the child's continued enrolment. This may include repeated physical aggression, unprovoked incidents, serious or recurring injuries, significant property damage, or other behaviours that cannot be safely managed within the education and care environment.

Before termination of enrolment is considered, WVELC will make reasonable efforts to work collaboratively with the child's parent/guardian, including documenting concerns, implementing behaviour guidance and risk-management strategies, holding formal meetings, and where appropriate, recommending or requesting support from relevant allied health professionals or specialist services.

Where these strategies have not resulted in sufficient improvement, the family is unwilling or unable to engage with recommended supports, or WVELC determines that the child can no longer be cared for safely without placing the child, other children or staff at unacceptable risk, WVELC may reduce, suspend or terminate the child's enrolment in accordance with relevant legislation, regulations and WVELC policies.

Procedure Before Enrolment Cancellation:

Before enrolment is cancelled, WVELC will undertake the following steps to ensure fairness and due process:

1. Meeting with the Director:
The parent/guardian will be required to attend a meeting with the Director to discuss the issue(s) of concern. This meeting will provide an opportunity for WVELC to outline the concerns and for the parents/guardian to present their perspective.
2. Letter of Concern and Action Plan:
Following the meeting, a letter of concern and an action plan will be issued. This will outline the areas of non-compliance, the expectations for improvement, and the timeline for achieving those improvements.
3. Final Notice:
If there is no improvement or modification of the unacceptable behaviour within the specified time period, a final notice will be provided, stating the cancellation of the child's enrolment at WVELC.
4. Immediate Removal (If Necessary):
If the child or parent/guardian presents an immediate danger to others, WVELC reserves the right to request the immediate removal of the child from the centre.

Timeframe for Removal:

Parents/guardians will generally be provided with a two-week notice period to make alternative childcare arrangements following a notice of cancellation of enrolment.

However, in cases where there is an immediate threat to the health, safety, or wellbeing of children or staff, the child may be required to leave the service immediately.

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Related Policies and Procedures:

- Interaction with Children Policy
- Behaviour Guidance Procedure
- Enrolment, Orientation, and Fee Policy
- Families Code of Conduct