

Woden Valley Child Care Centre Association Incorporated

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

**Date Reviewed:**

May 12, 2025

**Regulation:**

155, 156, 168(2)(a)

**Standards:**

5

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### **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.
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- 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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#### Related Policies and Procedures

- Interaction with Children Policy
- Behaviour Guidance Procedure
- Behaviour Guidance Plan
- Children's Protection Office Job Description

#### References

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

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## Cultural diversity

**Date Reviewed:**

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155 (e)

**Standards:**

5.1, 5.2

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### Aim

The aim of this Cultural Diversity Policy is to define Woden Valley Early Learning Centre's (WVELC) approach to cultural awareness and inclusion. We are committed to creating an environment where all children, families, and staff feel valued, respected, and connected, and where cultural diversity is celebrated and integrated into everyday learning.

### Culture is...

- The values, beliefs, and practices that are shared by a group of people.
- Learned within families and communities, it is passed down through generations, and belongs to groups of people, defining a shared way of doing, believing, and knowing.
- Dynamic - it evolves with time and influences the ways people live their lives. Every individual has their own cultural identity.
- Inclusive of shared celebrations of important events, festivals, and special occasions that contribute to a deeper understanding of culture.

### Awareness and Acceptance

WVELC acknowledges and respects:

- Aboriginal and Torres Strait Islander peoples as the first custodians of Australia. Their cultures and traditions are embedded in our practices, and we express our respect through an Acknowledgement of Country, ensuring we remain responsible and reflective of our place in the world.
- Australia's cultural diversity, made up of people with different languages, beliefs, values, and backgrounds. This diversity is celebrated and reflected in our program development and our everyday practice.
- That children and educators must develop positive attitudes towards others, challenging inequality, bias, and social justice concerns in meaningful ways.
- The uniqueness of each family and their individual child-rearing practices. We celebrate the diverse ways in which children are cared for and nurtured in their homes.

- The importance of professional development opportunities for educators to gain further knowledge of cultural awareness, reflects on their own values, beliefs, and behaviours, and continually challenge any biases they may hold. This supports an inclusive and respectful learning environment.

### Access to WVELC

WVELC acknowledges that:

- Every child and their family have the right to access early childhood education that supports their cultural identity and connectedness to their community.
- Information about WVELC and the services it provides is available to all families. To assist families who require it, the ACT Translating and Interpreting Service is offered as a support tool.
- Educators and staff are committed to welcoming and respecting each family as unique individuals, and they work diligently to integrate and honour the cultural backgrounds of all those in the WVELC community.

### Program Development

WVELC is dedicated to creating a program that actively fosters cultural awareness and promotes cultural diversity in the following ways:

- **Inclusive Program Development:** Children's programs are deliberately developed to be inclusive of cultural awareness and diversity. The curriculum is designed to ensure that cultural perspectives are integrated throughout everyday learning.
- **Active Learning About Cultures:** Educators take an active role in learning with children about other cultures and traditions. This learning is meaningful and deliberate, ensuring that the integrity of cultural practices is maintained. Our pedagogical team provides guidance to ensure cultural content is authentic, accurate, and respectful.
- **Multicultural Opportunities:** Programs are rich with multicultural experiences and are designed to encourage children to explore the world around them. This includes:
  - Exploring multiple languages through stories, songs, and games.
  - Offering experiences with foods from different cultures, introducing children to new tastes and culinary traditions.
  - Exposing children to global music and storytelling traditions that highlight cultural diversity and promote empathy and understanding.
- **Parental Involvement:** WVELC invites parents/guardians and families to share their own cultural practices, traditions, and knowledge with the Centre. This involvement helps enrich the learning experiences of all children and fosters a sense of belonging for families.

### Guiding Principles of Cultural Diversity at WVELC

1. **Respect:** We foster mutual respect for all cultures, recognising the intrinsic value and contribution of every individual and their heritage.

2. **Equity:** We aim to provide equal access to learning experiences for all children, irrespective of their cultural background or identity. All children are supported to reach their full potential.
3. **Inclusion:** WVELC promotes an inclusive environment, where cultural diversity is not just tolerated but celebrated. Each child's cultural background is valued and reflected in the curriculum, environment, and interactions.
4. **Community Engagement:** We actively work in partnerships with families, local communities, and cultural organizations to ensure that cultural diversity is embedded into our practices. This partnership extends to encouraging family contributions to the program and celebrating the diverse cultural backgrounds within the WVELC community.
5. **Reflection and Growth:** Educators are encouraged to continually reflect on their own understanding of cultural diversity and to challenge any biases. Ongoing professional development in cultural competence is a priority, ensuring that the learning environment remains relevant and respectful.

### Strategies for Implementation

- **Program Modifications:** Curriculum materials and activities are regularly reviewed and modified to ensure they are inclusive of diverse cultures and perspectives.
- **Cultural Celebrations:** Special events, festivals, and cultural days are celebrated throughout the year, providing opportunities for children and families to share and experience diverse traditions.
- **Reflective Practice:** Educators engage in regular reflection and discussions to assess their practices and make adjustments to enhance inclusivity. Feedback from families is encouraged and used to continually refine the approach to cultural diversity.
- **Partnerships with Cultural Groups:** We seek to engage with local cultural groups and community organisations to bring authentic cultural experiences to the Centre. This might include inviting local Elders, cultural storytellers, musicians, or community leaders to share their knowledge and traditions.

### Commitment to Gender Equality and Professionalism

- WVELC is proud to host a diverse range of educators, including male professionals in the early childhood education field. We acknowledge the invaluable contribution of male educators and are committed to supporting their roles within our Centre. Any intolerance or bias directed towards male educators, or any other staff member based on gender, will not be tolerated. We believe in creating a safe and inclusive work environment where all professionals, regardless of gender, feel empowered and respected in their careers.
- We also recognize that appearance is a form of individual expression. There are no restrictions on staff appearance in terms of tattoos, hairstyles, or personal style, provided these choices are non-offensive and professionally presentable. We

embrace diversity in appearance and encourage staff to express themselves while maintaining professionalism and respect within the learning environment.

### Respect for Diversity and Family/Child Needs

- At WVELC, we acknowledge that every family and child come with their unique needs, values, and perspectives. We are committed to flexibility in accommodating the specific requirements of children and their families to ensure they feel respected and supported. While we celebrate diversity, we also believe in the importance of finding a balance that respects the needs of the child and family above all else.
- We do not subscribe to any specific ideological stance or societal trend that may conflict with the best interests of the children we serve. The well-being of the child and the needs of the family will always remain at the forefront of our practices, and we will ensure that all programming and decisions are made with this in mind. As a Centre, we remain open-minded and inclusive, fostering an environment where all children and families are respected, and where diverse perspectives are valued.
- At Woden Valley Early Learning Centre (WVELC), we acknowledge and respect that individuals may identify in a variety of ways, and we strive to create an inclusive environment that celebrates diversity and personal expression. However, when it comes to the educational curriculum, we are committed to teaching children age-appropriate, biologically accurate language associated with male and female genders.

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### 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

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## Inclusion policy

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90, 155, 162

Standards:

1.1, 2.1, 3.2, 5, 6.3

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### 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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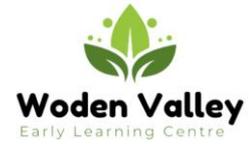
## Related Policies and Procedures

- 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

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## Interactions with children

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155-156, 168 (2)(j)

Standards:

4.2.25.1, 5.2

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### 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

<b>Date Reviewed:</b>	<b>Regulation:</b>	<b>Standards:</b>
May 12, 2025	155, 56, 73, 168, 77, 42	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, including the development and implementation of an Individual Behaviour Plan (IBP) or other support mechanisms, will be explored before this decision is made. If, after a reasonable period, and despite the intervention strategies outlined in the Individual Behaviour Plan 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.

**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. **Two Warnings and Final Notice:**  
If there is no improvement or modification of the unacceptable behaviour within the specified time period, a second warning letter will be issued. 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.

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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
  - Behaviour Guidance Plan
  - Enrolment, Orientation, and Fee Policy
  - Families Code of Conduct
-