

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:

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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.

- 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.

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