



Guiding Positive Behaviour Policy



Policy Number	QA5/1	Title	Guiding Positive Behaviour Policy
Revision	3.0	Written By	Policy Team and Nominated Supervisor
Reviewed By	EHOOSH Management Committee	Approved By	EHOOSH Management Committee
Supersedes	2.3	Effective Date	September 2025

1. Policy Statement

At Eastwood Heights OOSH, the rights of the child are fundamental to the principles that guide our care. We uphold the “Child’s Right to Play” within an environment that promotes mutual respect, cooperation, emotional safety, and positive behaviour. Our duty of care extends to the wellbeing of all children, educators, families, and community members who engage with the service.

We believe that a positive, strengths based approach to behaviour fosters confidence, resilience, and emotional intelligence in children. Understanding and managing emotions, behaviour, rights and responsibilities is a developmental process. Educators support this growth by focusing on emotional regulation (remaining calm and composed themselves) and guiding children using breathing techniques, mindfulness, and empathetic communication.

Relationships are the foundation of effective behaviour guidance. Educators intentionally build trusting, respectful relationships through shared learning experiences and constructive interactions. These relationships support children to develop skills in self-regulation, decision-making, and conflict resolution. When challenges arise, educators connect with children emotionally before guiding behaviour. They use calm, consistent and respectful strategies to help children understand their rights and the rights of others.

This policy reflects our belief that all behaviour is a form of communication. By responding with empathy, structure, and connection, we create a learning environment where every child feels seen, safe, and supported to grow.

2. Background

School age care educators actively support the inclusion of all children in play, help children to recognise when play is unfair and offers constructive ways to build a caring fair and inclusive learning community (National Quality Framework for School Age Care).

3. Procedure

This section outlines the strategies and processes educators follow to guide children's behaviour in a positive, consistent and respectful way. It includes proactive techniques, response strategies, support planning, and restorative practices to uphold safety, wellbeing, and children's rights across all situations.

3.1. Proactive Guidance Strategies

Educators foster positive behaviour by creating predictable routines, engaging programs, and forming secure relationships with children. This child focused approach, honours children's right to be active participants in shaping their environment and acknowledges that play is the most natural space for social learning and growth

Educators utilise their training on brain development and behaviour regulation to create environments where children feel safe, connected and a strong sense of belonging. Key proactive strategies that educators may use include:

- Active supervision and pre-corrections
- Embedding co-regulation and "connection before redirection"
- Using "Name, Verb, Paint" assertive commands
- Offering two positive choices to build autonomy and reduce power struggles
- Recognising early warning signs of dysregulation and intervening early
- Supporting children to transition between activities with clear visual or verbal cues
- Connection building throughout sessions

Educators reflect critically on their own regulation, recognising that an upset adult cannot calm an upset child. Educators will work as a team to “tap in/out” and maintain a calm, emotionally available presence.

3.2. Responding to Behavior

Educators assess whether behaviour is a stress behaviour (caused by overwhelm or unmet needs) or a misbehaviour (conscious choice), and respond with empathy, support, and safety as the priority. Techniques may include:

- Emotion coaching and co-regulation
- Redirection and reminders of expectations
- Restorative conversations
- Logical consequences framed through connection

Educators manage and respond to incidents using reflective, calm and consistent strategies. Depending on the situation, an educator will call for the Nominated Supervisor, Responsible Person or another educator for assistance if necessary to maintain calmness as well as sufficient supervision.

3.3. Non Negotiable Behaviors and Immediate Risks

Non-negotiable behaviours are actions that cause harm to others, place anyone at immediate risk, damage property, or seriously interfere with the rights and safety of others. These behaviours require prompt and consistent responses to maintain safety and uphold the service’s duty of care.

When non-negotiable behaviour occurs, educators will:

- Ensure the child understands expectations at EHOOSH
- Prioritise connection and regulation over control
- Observe and consider possible causes for the behaviour
- Use a consistent 3-step system:
 1. Reminder of expectation
 2. Second reminder with clear consequences
 3. Follow-through and documentation

If the child is dysregulated and unsafe:

- The surrounding area will be cleared to ensure safety
- The RPIC will be called for assistance
- Educators will not attempt to reason or negotiate until the child is regulated
- The family may be contacted for early collection, based on the severity of risk

All serious incidents will be recorded using a Behaviour Incident Report.

The Educational Leader/Nominated Supervisor/Responsible Person In Charge and relevant educators will:

- Debrief with the child's family following an incident
- Observe and adjust the environment to better support the child
- Develop a Support Plan in collaboration with the family and educators
- Seek advice or referrals to professionals (eg. Inclusion Support) where needed

This approach ensures that all responses to immediate risk prioritise physical safety while maintaining a respectful, trauma informed lens and working toward long term positive outcomes.

3.4. Behavior Support Planning and Family Collaboration

All serious or repeated incidents are documented using the Behaviour Incident Report. This report includes information about triggers, the environment, emotional context, support strategies used, and skills identified for development. Educators are expected to complete the report as soon as practical after an incident and share key information with the Nominated Supervisor and relevant team members.

Reports support reflective practice, team communication, and the development of individualised Support Plans. They may also inform referrals to allied health professionals or school wellbeing teams where appropriate.

Where a child has demonstrated serious risk behaviour (physical aggression, leaving boundaries, or causing harm or acute stress to others), a Support Meeting will be held with the family. This meeting will include the Nominated Supervisor and/or a suitable educator. The child will not be present. Representatives from the EHOOSH Management Committee or Eastwood Heights Public School may also attend if appropriate.

The purpose of the Support Meeting is to:

- Discuss the incident(s) and contributing factors
- Collaboratively develop a Support Plan
- Explore referrals to external professionals if needed
- Record outcomes and next steps

In some cases, the child may be temporarily unable to attend the service to allow for planning and risk management. The duration will be determined by the Nominated Supervisor and/or Parent Management Committee based on the circumstances.

If a return to care is deemed appropriate, the following must occur:

- A Risk Management Plan is developed collaboratively with the family
- The child and family attend a follow up meeting with the Nominated Supervisor/Educational Leader
- Behaviour expectations are clearly communicated and agreed upon

The school Principal and/or Wellbeing Team will be informed of the child's return and the supports in place. Long term exclusion will only be considered after all other avenues have been explored and will require formal approval by the Parent Management Committee.

3.5. Responding to a Child Leaving School Boundaries

If a child runs away or leaves the school boundaries:

- Educators must remain calm and keep the child in sight.
- The RPIC is to be notified immediately and will contact the child's parent or guardian.
- A second educator should accompany the responding staff member.
- Restraint is only used if there is immediate risk to the child's safety.
- Educators will remain with the child until they are calm or collected by a parent.
- Depending on the situation, a lockdown may be called to maintain appropriate supervision.

Leaving boundaries is considered a non-negotiable behaviour. A temporary suspension from EHOOSH may be enacted if safety is compromised. During this time, the service will consult

with families and school wellbeing staff to develop a risk minimisation plan.

3.6. Responding to Physical Conflict Between Children

In situations involving physical conflict:

- Stay calm and ensure safety for all children and staff.
- Call the RPIC and other educators for support.
- Separate the children involved and move bystanders away from the area.
- If escalation continues, a lockdown or stay-in-place may be activated.
- Administer first aid if required.
- Wait until the children are regulated before addressing the incident.
- Record all relevant details (who was involved, what occurred, injuries, actions taken).
- Notify families of all children involved as soon as practicable.

These immediate risk procedures ensure educator response is calm, coordinated and consistent with our trauma-informed approach.

4. Roles and Responsibilities

Approved Provider

- Ensure the policy aligns with legislative and regulatory requirements
- Approve decisions relating to temporary or permanent exclusion of children
- Support the service in accessing professional development and external supports
- Ensure adequate resources are available to implement behaviour guidance strategies
- Review serious incidents and monitor risk mitigation strategies
- Maintain confidentiality and fairness in decision-making about enrolment

Nominated Supervisor	<ul style="list-style-type: none"> • Lead implementation of the policy and ensure educators understand and follow procedures • Coordinate support planning, family communication, and inter-agency collaboration • Ensure accurate documentation and timely incident reporting • Inform the school Principal and/or wellbeing team when necessary • Organise and lead Support Meetings and Risk Management planning • Oversee professional learning related to behaviour guidance • Monitor trends in behaviour incidents and provide leadership on continuous improvement
Responsible Person in Charge	<ul style="list-style-type: none"> • Respond to incidents involving risk or dysregulation • Support educators in applying safety procedures and co-regulation • Call families for early collection if required • Decide when to initiate lockdown or stay-in-place procedures • Ensure incident documentation is completed promptly and shared appropriately
Educational Leader	<ul style="list-style-type: none"> • Guide educators in embedding emotionally responsive practice • Support the development of individualised Support Plans and inclusive environments • Observe and analyse patterns of behaviour and make recommendations • Lead team reflection on behaviour guidance strategies and restorative practice
Educators and Support Staff	<ul style="list-style-type: none"> • Build secure, trusting relationships with children • Implement proactive and responsive guidance strategies • Stay calm, regulated, and follow the 3-step response process where necessary • Complete incident reports and participate in support meetings as needed

	<ul style="list-style-type: none"> • Reflect on practice and seek guidance where required • Maintain supervision and safety during behavioural incidents • Engage in professional learning about trauma-informed and inclusive practice
Families	<ul style="list-style-type: none"> • Collaborate with the service in support planning • Attend support and re-entry meetings where required • Share relevant information about their child's wellbeing • Engage respectfully with educators and uphold the service's values • Follow through with recommended supports or referrals where appropriate

5. References

5.1. Statutory Authority

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations
- Children and Young Persons (Care and Protection) Act 1998 (NSW)
- Child Protection (Working with Children) Act 2012 (NSW)
- Work Health and Safety Act 2011 (NSW)

5.2. Relevant Service Policies

- Bullying Policy
- Interactions with Children Policy
- Child Protection Policy
- Incident, Injury and Trauma Policy

5.3. National Frameworks

- National Quality Standard (NQS)
- My Time, Our Place: Framework for School Age Care (MTOP) V2.0

6. Legislative Requirements.

Education and Care Services National Law Act 2010

Regulation 73	Educational program based on approved framework
Regulation 74	Documenting assessments and evaluations
Regulation 84	Awareness of child protection laws
Regulation 115	Premises designed to facilitate supervision
Regulation 123	Educator-to-child ratios
Regulation 126	Educator qualifications
Regulation 136	First aid qualifications
Regulation 155	Interactions with children
Regulation 156	Relationships in groups
Regulation 168(2)(j)	Interactions with children policy
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of changes to policies or procedures

Revision Chronology

Version Number	Date	Reason for Change
1.0	June 2018	Endorsed by OOSH executive committee
2.0	August 2021	Fundamental changes in line with philosophy
2.1	September 2021	Review and Evaluation Leah notes accepted
2.2	October 2021	Edited and Reviewed
2.3	November 2021	Endorsed by OOSH executive committee
3.0	September 2025	Behaviour management/guidance policies merged together. Policy reviewed and updated. Renamed 'Guiding Positive Behaviour'