



# GUIDING CHILDREN'S BEHAVIOUR POLICY



## Purpose

At Insight Early Learning, we are committed to supporting children to feel safe, secure, and respected. Our goal is to guide children in developing self-regulation, social skills, and positive relationships, while ensuring their dignity is upheld.

This policy provides a clear framework that promotes fairness, consistency, and inclusion,

The Behaviour Guidance policy provides a shared platform of best practice guidelines when supporting children to manage their behaviour considerately. This is a framework to guide communication techniques, teaching strategies and provides a theoretical framework to ensure that children's rights are always safeguarded.

## Scope

This policy applies to children, families, educators, staff, approved providers, nominated supervisor, Insight Leadership and support team and visitors across all Insight Early Learning services.

## Definitions

**Behaviour Guidance** - Positive and effective strategies used to support children in learning the skills to regulate their own behaviour, build relationships and to resolve conflicts respectfully.

**Self-regulation** - A child's ability to manage emotions, behaviour, energy levels and attention, returning to a calm and balanced state

**Inclusion** - Valuing all children's cultural, social and linguistic diversity and ensuring that every child has equitable access to participation and learning Opportunities.

## Legislative Requirements

Education and Care National Law	
Regulations	Description
155	Interactions with children
156	Relationships in groups

## Relevant National Quality Standard (NQS) Elements

Quality Area 2 – Children's Health and Safety		
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
QUALITY AREA 6: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive	Respectful relationships with families are developed and maintained and

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	relationships with families	families are supported in their parenting role.
<b>QUALITY AREA 7: GOVERNANCE AND LEADERSHIP</b>		
7.1	Governance	Governance supports the operation of a quality service

## Implementation

The behaviour and guidance strategies used will provide children with the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.

Educators understand that as children grow and develop, self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others.

Our team will aim to provide clear, consistent guidelines for children’s behaviour as part of a caring and trusting relationship with children and families, to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

Educators at Insight Early Learning will aim to:

- Build trusting, respectful relationships with children and families
- Create a positive and supportive learning environment with developmentally appropriate experiences and resources that promote belonging, inclusion and co-operation
- Use positive behaviour guidance strategies, such as redirection, positive reinforcement, problem solving and “time in” approaches
- Provide clear and consistent expectations, explained in ways that are age appropriate and respectful. Encourage children to express feelings safely, develop empathy, and learn conflict resolution skills
- Acknowledge children authentically, rather than praising children’s efforts
- Document and monitor behaviours of concern, working with families, and where appropriate, external professionals to Develop Behaviour Guidance Plans
- Prioritise safety at all times, intervening immediately, if a child’s behaviour places themselves or others at risk
- Seek additional support (e.g. Inclusion Support Program, allied health professionals) when behaviours are ongoing and beyond the capacity of the service to manage

### Behaviour Guidance Approach

At Insight Early Learning, we use positive and proactive strategies to support children's social-emotional development. Our goal is to create a safe and nurturing environment where every child feels a strong sense of belonging. Educators use positive reinforcement. Problem-solving, and respectful communication to guide behaviour, and we work in partnership with families to create individual behaviour plans where needed.

### Foundations of the Behaviour Guidance Approach

We believe every child is unique, and their behaviour should be understood in the context of their individual needs, developmental stage, and experiences. Educators empower children to express their emotions through safe, non-hurtful communication, using empathy, positive language and respectful interactions to guide and support them.

### Values to Guide Behaviour Guidance Approach

Our behaviour guidance is grounded in:

- Respect – valuing each child’s individuality
- Dignity – ensuring every child feels safe and respected
- Inclusion – celebrating diversity and supporting equitable participation

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Educators model respectful behaviour, encourage children to consider others, and promote skills such as empathy, communication, and problem solving

### Links to Theory

Our Practice is informed by:

- Attachment Theory – secure relationships build trust and resilience
- Social Learning Theory – child learn thought observing and interacting with others
- Cognitive Development Theory – behaviour is shaped by developmental stages
- Circle of Security Model – children need a secure base to explore and a safe haven to return to

Educators gather information from families about children’s needs values, and social skills, tailoring experience that build confidence, relationships, and emotional regulation

The Circle of Security model is integral to Insight Early Learning's behaviour guidance approach. The model emphasises the importance of creating a secure base for children to explore and learn from, while also providing a haven for children to return to in times of stress or uncertainty.

Educators at Insight Early Learning use the Circle of Security model to guide their interactions with children, helping them to understand and regulate their emotions while also developing positive coping strategies. Children are better equipped to develop their social and decision-making skills by building secure attachment relationships and promoting emotional well-being.

### Positive reinforcement

Positive reinforcement is central to Insight Early Learning's behaviour guidance approach. Educators use calm, respectful communication, positive gestures and supportive strategies to build confidence and help them regulate their behaviour

Children are acknowledged for their efforts through authentic feedback rather than praise alone, to promote self-esteem, and resilience. Educators also take the time to explain the consequences of their actions and the purpose of rules, supporting children to understand the impact of their behaviour on others.

The focus is on preserving children’s dignity, encouraging problem-solving, and creating a positive learning environment that promotes growth, inclusion, and self-worth.

### Problem-solving

Problem-solving is used as a key strategy to support children in learning conflict resolution and self-regulation skills.

Educators work collaboratively with children to

- Identify the underlying cause of behaviour
- Explore safe and respectful alternatives
- Encourage children to take responsibility for their actions

This process involves Acknowledging feelings, asking guiding questions, and modelling respectful communication. Through this approach, children will learn to:

- Recognise their own and other’s emotions
- Develop creative solutions to challenges
- Understand the impact of their choices on others

Problem solving promotes autonomy, empathy, and responsibility, helping children build strong social and emotional skills

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## Re-Directing Behaviour

Educators use positive and effective strategies when redirecting children’s behaviour when required. This includes:

- Creating supportive environments with clear expectations and engaging activities to prevent challenging behaviours
- Responding calmly and promptly when behaviours such as hitting, biting, or disruption occur, always prioritising safety
- Guiding children to shift focus from challenging behaviour, to a positive and constructive alternative (offering a ball instead of throwing toys, or moving to a quiet activity when group participation is difficult)
- Removing a child or others from a situation only when necessary to maintain safety

Redirection is carried out with patience, empathy and respect, helping children understand the cause of their behaviour and supporting them to develop self- and social skills needed for positive relationships.

## Time In, instead of Time Out

Educators use Time In as a supportive behaviour guidance strategy. Unlike traditional Time Out, which isolates a child, Time In provides a nurturing and safe space where children are supported to regulate their emotions

During Time In, the educators:

- encourage the child to pause from the activity causing distress or challenging behaviour
- offer calm, positive alternatives such as reading drawing or breathing exercises
- Remain present with the child to provide reassurance, guidance and connection

The focus of Time In is on teaching emotional regulation, empathy, and communication skills without punishment or shame. This approach promotes positive relationships and children feel heard and understood while developing the skills needed for respectful and constructive behaviour.

## Monitoring Inappropriate Behaviour

When inappropriate behaviour occurs, educators will

- Observe and document the child’s behaviour, including context and strategies used
- Collect additional information to identify patterns and contributing factors
- Engage with families through meetings to share observations and concerns
- Develop a behaviour guidance plan in consultation with families, and where appropriate, health professional or support agencies

Behaviour Guidance Plans ensure a consistent approach between educators, families, and professionals, particularly for children with diagnosed behavioural or social difficulties. Plans are reviewed regularly and updated as needed in partnership with families to reflect progress and ongoing needs.

For children with specific needs, an Individual Support Plan (ISP) may be created. Educators are supported through ongoing professional development, supervision and guidance to ensure strategies are implemented consistently and effectively

Plans are documented, monitored, and regularly reviewed to evaluate effectiveness and make necessary adjustments in consultation with families and the team.

## Notifying Families of Inappropriate Behaviour

Families are notified of inappropriate behaviour in a sensitive and respectful manner. Where a child’s behaviour has

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jeopardized the safety of themselves or others, parents/carers are required to sign an Incident report. **Setting**

### Appropriate Guidelines to Support Behaviour Guidance

Educators set clear expectations and guidelines to support positive behaviour. children are encouraged to participate in discussions about rules, limits and fairness. During these discussions educators provide guidance on how to be considerate of others and reflect on the consequences of their actions.

These lessons support the development of **social-emotional skills**, including empathy, communication, and conflict resolution. Educators also ensure that children understand what is considered **acceptable and unacceptable behaviour**, using age-appropriate language and examples.

### Setting up the Environment to Support Behaviour Guidance

Creating a supportive environment for behaviour guidance involves careful consideration of the **physical space, routines, and materials** provided for children. The environment should be arranged to encourage exploration, learning, and independence while also promoting safety and orderliness.

Educators consider the **age, developmental level, and interests** of each child when planning experiences and selecting resources. Activities and equipment are chosen to be developmentally appropriate, engaging, and challenging enough to sustain interest and minimise frustration.

### .Circumstances Where Behaviour Cannot Be Managed at Centre Level

In rare cases, a child’s behaviour may:

- Pose a significant risk to the safety of themselves, other children, or educators.Cause persistent disruption to the learning environment.
- Reflect developmental, social, or emotional needs beyond the service’s capacity to manage

### In these circumstances, the service will:

1. Document incidents and strategies used – including observations, triggers and educator responses.
2. Engage in open communication with families – discussing concerns, strategies trialed, and next steps.
3. Develop an Individual Behaviour Support Plan in collaboration with families and, where appropriate, specialists (e.g., inclusion support, child psychologists, speech therapists).
4. Seek support from external agencies – such as Inclusion Support Program, allied health professionals, or local early intervention services.
5. Hold a case conference/meeting – with family, educators, and professionals to plan coordinated support.
6. Review ongoing enrolment if safety is at risk – In extreme cases, and after all reasonable support strategies have been attempted, the service may determine that it is unable to safely meet the child’s needs within the current environment. This decision will only be made in consultation with the family, the Approved Provider, and relevant support agencies, and in line with anti-discrimination obligations.

## Supporting Individual Needs

Insight Early Learning is committed to understanding the unique needs of every child from the time of enrolment.

- Pre-Orientation Planning: Educators and families collaborate before the child’s orientation to discuss the

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child’s developmental, social, emotional, and cultural needs.

- Information Gathering: Families are encouraged to provide relevant information about their child, including health, behaviour, learning preferences, and social interactions.
- Individual Support Plans: Where appropriate, support strategies and Individual Support Plans (ISP) are developed before the child begins attending the service to ensure a smooth transition and tailored guidance.
- Collaborative Approach: Plans are developed in partnership with families and, if necessary, allied health professionals or specialists, ensuring consistency and understanding across educators and the child’s support network.
- In the event it is identified additional support may be required to support the child at our service, the enrolment may be placed on hold to seek further professional support

This approach ensures children receive the support they need from day one, promoting a positive start and helping them feel safe, secure, and included.

## Review

This policy will be reviewed annually or as legislation, regulations, or best practice changes.

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