

INCLUSION, EQUITY AND BEHAVIOUR MANAGEMENT

QUALITY AREA 5 |

PURPOSE

This policy provides a clear set of guidelines to ensure:

- the development of responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging at South Morang Preschool Association managed services
- each child at South Morang Preschool Association managed services is supported to learn and develop in a secure and empowering environment.
- The inclusion of all children is managed in a way that all children feel safe and supported
- The staff manage behaviour issues that jeopardise the health and safety of all children.



POLICY STATEMENT



The centre is committed to:

- Providing children with a safe and secure environment and the opportunity for positive and respectful interactions with adults and children.
- Recognising that children's behaviour reflects their level of development and is influenced by a range of factors, including family and culture.
- Providing a learning environment that supports the growth and development of each child's self-concept and self-esteem.
- Providing a physical and learning environment that aims to prevent behavioural difficulties.
- Helping children learn the consequences of their behaviour and thus develop an understanding of how their actions affect others.
- Working in partnership with parents/guardians and other professionals in issues relating to the guidance of a child's behaviour.
- Helping children to learn to interact effectively, and in doing so to learn to balance their own rights, needs, and feelings with those of others.
- Engaging only in practices which are respectful of, and provide security for, children and in no way degrade, endanger, exploit, intimidate, or harm them psychologically or physically.
- Complying with regulatory and legislative requirements.

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of South Morang Preschool Association managed services, including during offsite excursions and activities.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Provide staff with guidelines on the centre's expectation of their behaviour, responses and reactions when working with children and their families.	R	√	√		
Ensuring that the service provides a safe, inclusive and empowering environment which celebrates diversity through positive, respectful and appropriate behaviour when working with children and families (<i>refer to Code of Conduct Policy and Interactions with Children Policy</i>)	R	√	√	√	√
Actively supporting and facilitating the participation and inclusion of Aboriginal children, young people, and their families.	R	√	√		√
Ensuring all staff are aware of the service's expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and warm, trusting and reciprocal interactions when working with children and families (<i>refer to Code of Conduct Policy</i>)	R	√			
Ensuring children are adequately supervised (<i>refer to Definitions</i>) and that educator-to-child ratios are maintained at all times (<i>refer to Supervision of Children Policy</i>)	R	√	√		√
Ensuring the environment at the service is safe, secure, free from any hazards (<i>National Law: Section 167</i>) (<i>refer to Child Safe Environment Policy, Occupational Health and Safety Policy and Supervision of Children Policy</i>) and promotes the active participation of every child	R	R	√		√
Ensuring the size and composition of groups is considered to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service (<i>Regulation 156(2)</i>). Smaller group sizes are considered optimal, to promote intentional teaching strategies and responsive engagement opportunities.	R	√	√		√
Developing and implementing educational programs that are delivered in accordance with an approved learning framework (<i>refer to Definitions</i>), are based on the developmental needs, interests and experiences of each child, and take into account the individual differences and strengths of each child (<i>refer to Inclusion and Equity Policy</i>)	R	R	√		√
Ensuring the educational program contributes to the development of children to have a strong sense of wellbeing and identity, and to be connected, confident, involved and effective learners and communicators (<i>Regulation 73</i>) (<i>refer to Curriculum Development Policy</i>)	R	√	√		√

<p>Ensuring that the service provides education and care to children in a way that:</p> <ul style="list-style-type: none"> encourages children to express themselves and their opinions allows children to undertake experiences that develop self-reliance and self-esteem maintains the dignity and the rights of each child at all times offers positive guidance and encouragement towards acceptable behaviour has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for (Regulation 155) 	R	√	√		√
Facilitating children's ability to express their culture, enjoy their cultural rights and are encouraged and actively supported	R	√	√		√
Implement this policy day-to-day and where possible resolve behavioural issues directly with parent/guardian and the children concerned.	R	√			
Ensuring all behavioural management issues are documented and parents are informed.	R	√	√		√
Ensure that educators provide children with opportunities to interact and develop positive relationships with each other, and with the staff and volunteers at the service (Regulation 156(1))	R	√	√		√
Recognising the importance of friendships and encourage support from peers, to help children and young people feel safe and be connected	√	√	√		√
<p>Ensuring clear documentation of the assessment and evaluation of each child's:</p> <ul style="list-style-type: none"> developmental needs, interests, experiences and program participation progress against the outcomes of the educational program (Regulation 74) (<i>refer to Curriculum Development Policy</i>) 	R	√	√		√
Work cooperatively with parents/guardians on issues relating to the guidance of their child's behaviour, keeping them informed of techniques and method used.	R	√	√		√
Supporting ECT/educators/staff to access resources and gain appropriate training, knowledge and skills for the implementation of this policy, including promoting social, emotional and mental health and wellbeing	√	√			
Ensuring that staff members at South Morang Preschool Association managed services who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (National Law: Section 166)	R	R	R	√	√
Promoting collaborative relationships between children/families and program support groups (if required) (<i>refer to Definitions</i>), to improve the quality of children's education and care experiences	√	√	√	√	√
Ensuring all educators and staff, including volunteers and students, have undertaken current child protection legislation training,	R	R	√		√

including for the mandatory reporting requirements and obligations					
Ensuring notifications of serious incidents (<i>refer to Definitions</i>) are made to the regulatory authority (DE) (<i>refer to Definition</i>) through the NQA IT System (<i>refer to Definitions</i>) as soon as is practicable but not later than 24 hours after the occurrence (<i>National Law: Section 174(2)(a), Regulations 176 (2)(a)</i>)	R	√			
Notifying DE within 24 hours of becoming aware of a notifiable complaint (<i>refer to Definitions</i>) or allegation regarding the safety, health and/or welfare of a child at the service (<i>National Law: Section 174(2)(b), Regulations 176 (2)(a)</i>)	R	√			
Ensuring that where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the service premises	R	R	√		√
Ensuring all staff, volunteers and contractors use positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others	R	√	√		√
Developing links with and referral pathways to services and/or program support groups (<i>refer to Definitions</i>) to support children experiencing social, emotional and behavioural difficulties and their families	√	√	√		√
Ensuring that there is a behaviour guidance plan (<i>refer to Definitions and Behaviour Support Policy</i>) developed for a child if educators are concerned that the child's behaviour may put the child themselves, other children, educators/staff and/or others at risk	√	√	√	√	
Ensuring that parents/guardians and program support groups (<i>refer to Definitions</i>) (as appropriate) are consulted if an individual behaviour guidance plan has not resolved the challenging behaviour (<i>refer to Behaviour Support Policy</i>)	√	√	√	√	
Working collaboratively with educators/staff and program support groups (<i>refer to Definitions</i>) to develop or review an individual behaviour guidance plan for their child, where appropriate.	√	√	√	√	√
Setting clear timelines for review and evaluation of the behaviour guidance plan.	√	√	√		
Providing information, ideas and practical strategies to families, educators and staff on a regular basis to promote and support health and wellbeing in the service and at home	√	√	√		
Consulting with, and seeking advice from, DE if a suitable and mutually agreeable behaviour guidance plan cannot be developed	R	√	√		
Investigating the availability of extra assistance, such as Kindergarten Inclusion Support (<i>refer to Definitions</i>) or training, by contacting the regional Preschool Field Officer (<i>refer to Definitions</i>), specialist children's services officers from DET or other agencies working with the child	R	√	√		
Funded Kindergarten specific					

Ensuring that additional resources are sourced, if required, to implement a behaviour guidance plan	R	√			
Ensuring that educators/staff at the service are provided with appropriate training to guide the actions and their responses to a child/children with challenging behaviour (<i>refer to Behaviour Support Policy</i>)	√	√			
Early dismissal form is completed by both educator and Educational Leader if a child has been sent home early due to behavioural concerns and kept with their enrolment records.		√	√		
Informing educators/staff of concerns, events or incidents that may impact on their child's behaviour at the service (e.g. moving house, relationship issues, a new sibling)				√	
Maintaining confidentiality (<i>refer to Privacy and Confidentiality Policy</i>)	R	√	√	√	√
Ensuring that all staff, parents/guardians, students, and volunteers are aware of this policy and that it is implemented within the centre.	√	√	√		
Providing a program that is age appropriate and based on the individual needs and interests of each child.	√	√	√		
Providing a program that supports the use of positive techniques of guidance, redirection and reinforcement, as opposed to comparison, competition or criticism.	√	√	√		
Working cooperatively with parents/guardians on issues relating to the guidance of their child's behaviour, keeping them informed of the techniques and methods used.	√	√	√		
Providing a set of basic developmentally appropriate behavioural guidelines which: <ul style="list-style-type: none"> • Emphasise positive actions • Give children reasons for the limits • Are implemented in a consistent manner • Are reinforced regularly • Are reviewed regularly for age and cultural appropriateness 	√	√	√		
Discussing behaviours that cause concern with other staff.	√	√	√		√
Providing a physical environment with adequate equipment, variety and challenges for the children.	√	√	√		
Respecting the confidentiality of both the parents/guardians and child when dealing with issues of behaviour guidance concerning an individual child.	√	√	√		
Ensuring that children are not put in a position where they feel frightened, ashamed, embarrassed, insecure, or isolated.	√	√	√		
When communicating with parents/guardians about challenging behaviours, conversations will be conducted in a culturally respectful, safe manner, without judgment or bias.	√	√	√		

Ensuring that our interactions with children reflect what is outlined in <i>Attachment 1</i>	√	√	√		√
Informing staff of any concerns they have regarding the behaviour of their child or the impact of other children’s behaviour on their child.				√	
Staff understand that parents/guardians need time to process information about their child’s challenging behaviour. Where repeated concerns have been raised, and repeated referrals have been recommended, parents/guardians are responsible for following through on the referral process.				√	



BACKGROUND AND LEGISLATION

BACKGROUND

The United Nations Convention on the Rights of the Child is founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, wealth, birth status or ability. When children experience nurturing and respectful reciprocal relationships with educators, they develop an understanding of themselves as competent, capable and respected. Relationships are the foundation for the construction of identity, and help shape children’s thinking about who they are, how they belong and what influences them [Early Years Learning Framework, p. 20; Framework for School Age Care, p. 19]

‘Constructive everyday interactions and shared learning opportunities form the basis of equitable, respectful and reciprocal relationships between educators and children. Educators who are actively engaged in children’s learning and share decision-making with them, use their everyday interactions during play, routines and ongoing projects to stimulate children’s thinking and to enrich their learning. These relationships provide a solid foundation from which to guide and support children as they develop the self-confidence and skills to manage their own behaviour, make decisions and relate positively and effectively to others.’ (*Guide to National Quality Framework – refer to Sources*)

Child Safe Standard 3 requires services to have strategies to empower children about their rights, ensure children can participate in decisions affecting them and are taken seriously. When children feel respected and valued, they are much more likely to speak up about issues of safety and wellbeing. Enabling and promoting empowerment and the participation of children within a service has multiple benefits in addition to enhancing the safety of children, including demonstrating a commitment to upholding the rights of children, checking that what the service is doing is what children want and building the communication and leadership skills of children.

In developing an *Interactions with Children Policy*, early childhood education and care services must review and reflect on the philosophy, beliefs and values of the service, particularly with regard to the relationships with children. The development of this policy should also be informed by the service’s *Code of Conduct Policy*.

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Children, Youth and Families Act 2005 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015 (Vic)
- Disability Discrimination Act 1992 (Cth)
- Education and Care Services National Law Act 2010

- Education and Care Services National Regulations 2011
- Equal Opportunity Act 2010 (Vic)
- National Quality Standard, Quality Area 5: Relationships with Children

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au



DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to the Definitions file of the PolicyWorks catalogue.

Adequate supervision: entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including during toileting, sleep, rest and transition routines. Services are required to comply with the legislative requirements for educator-to-child ratios at all times. Supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used.

Adequate supervision refers to constant, active and diligent supervision of every child at the service. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs and immediately intervene if necessary. Variables affecting supervision levels include:

- number, age and abilities of children
- number and positioning of educators
- current activity of each child
- areas in which the children are engaged in an activity (visibility and accessibility)
- developmental profile of each child and of the group of children
- experience, knowledge and skill of each educator
- need for educators to move between areas (effective communication strategies).

Behaviour guidance: a means of assisting children in a positive and effective ways to help children gain understanding and learn skills that will help them learn to manage their own behaviour.

Behaviour guidance plan: A plan that documents strategies to assist an educator in guiding a child with diagnosed behavioural difficulties or challenging behaviours to self-manage their behaviour. The plan is developed in consultation with the nominated supervisor, early childhood teachers, educators, parents/guardians and families, and other professional support agencies as applicable.

Challenging behaviour: behaviour that can be described as:

- infringes on the rights of others
- disrupts others or causes disputes between children
- causes harm or risk to the child, other children, adults or living things
- is destructive to the environment and/or equipment
- inhibits the child's learning and relationship with others
- a child presenting as shy, withdrawn or excessively passive in a way which is inhibiting their learning and/or development
- is inappropriate relative to the child's developmental age and background.

Considerate behaviour: Behaviour that demonstrates self-discipline, appropriate expression of feelings, cooperation, integrity, empathy and thought about the effect of the behaviour on others.

Difficult/unacceptable behaviour: Behaviour that violates others' rights, hurts, frightens or harms others or the environment, or interrupts the group and prevents group members from functioning. It could be:

- Normal behaviour that occurs too often or when a child could be developmentally expected to have learned more appropriate behaviour.
- Combination of normal behaviours that present management problems.

Dignity and rights of the child: Element 5.1.2 of the National Quality Standard ('Dignity and rights of the child') aims to achieve the United Nations Convention on the Rights of the Child, a universally agreed set of non-negotiable standards and obligations founded on respect for the dignity and worth of each child, regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability. Article 19 of the Convention states that children have the right to be protected from being hurt and mistreated, physically, or mentally.

Inclusion Support Program (ISP): is a key component of the Government's Child Care Safety Net. The program provides support for eligible mainstream Early Childhood Education and Care services to build their capacity and capability to include children with additional needs, alongside their typically developing peers, so all children have genuine opportunities to access, participate and achieve positive learning outcomes. For more information visit: www.dese.gov.au

Kindergarten Inclusion Support Program (KIS): Supports funded kindergartens to plan and implement a program that is responsive to the individual abilities, interests and needs of children with a disability, developmental delay or complex medical needs. Long Day Care services can apply for the KIS program for their Victorian Government-funded kindergarten programs.

Mental health: In early childhood, a child's mental health is understood as a child's ability to 'experience, regulate and express emotions; form close and secure interpersonal relationships; and explore the environment and learn – all in the context of family, community and cultural expectations for young children. Infant mental health is synonymous with healthy social and emotional development. <https://beyou.edu.au/>

Positive interactions between educators and children: Involves educators viewing each child as capable and competent, with a right to a voice, and able to contribute to decisions that affect them. This enables educators to focus their practices on children's strengths and inclusion in the group environment. Educators who are responsive to children's thoughts and feelings are supporting them to develop a strong sense of wellbeing. By interacting positively and meaningfully with children, educators help each child to feel accepted and to develop a sense of attachment and trust. Children who are supported to understand themselves experience a sense of belonging that fosters self-esteem which contributes to the development of identity and is critical to children's capacity to understand their own strengths, abilities, and interests. When children feel safe, secure and supported, they develop confidence to explore and learn.

Program Support Groups (PSG): A program support group brings together key people to support the inclusion of children with disability or developmental delay, or complex medical needs, from the time of enrolment at kindergarten until they move to school. The group may include:

- the early childhood teacher
- the child's parent/carer(s)
- early childhood intervention professionals
- a preschool field officer
- medical practitioners, therapists or other allied health professionals
- a support person – if the child's parent/carer(s) chooses to use one.

Preschool Field Officer (PSFO) Program: The role of the PSFO Program to support the access and participation of children with additional needs in their kindergarten program. For more information visit: www.education.vic.gov.au

Relationships between children: When educators create supportive environments in which children experience mutually enjoyable, caring and respectful relationships, children respond accordingly. Positive relationships provide children with the confidence and agency to explore and learn about their world. As their relationships become more complex and far-reaching over time, children's interactions with others also

help them to extend their knowledge, thinking and ability to apply what they already know in new and unfamiliar contexts. Developing effective relationships with others is a key part of children’s social development and these relationships also provide a base for children’s learning.

Relationships between educators and children: When children experience nurturing and respectful reciprocal relationships with educators, they develop an understanding of themselves as competent, capable and respected. Consistent emotional support contributes to children developing a strong sense of wellbeing and belonging. Relationships are the foundation for the construction of identity, and help shape children’s thinking about who they are, how they belong and what influences them.

SOURCES AND RELATED POLICIES



SOURCES

- Belonging, Being & Becoming – The Early Years Learning Framework for Australia: www.acecqa.gov.au
- Child Safe Standards: www.cryp.vic.gov.au
- Early Childhood Australia Code of Ethics: www.earlychildhoodaustralia.org.au
- Guide to the National Quality Framework, ACECQA: www.acecqa.gov.au
- Inclusion Support Program: www.dese.gov.au
- Kids Matter, an Australian mental health and well-being initiative set in primary schools and early childhood education and care services: <https://beyou.edu.au>
- The Kindergarten Funding Guide (DET): www.education.vic.gov.au
- United Nations Convention on the Rights of the Child: www.unicef.org
- Victorian Early Years Learning and Development Framework: www.acecqa.gov.au
- Victorian Inclusion Agency (VIA): www.viac.com.au

RELATED POLICIES

- Behaviour Support
- Child Safe Environment and Wellbeing
- Code of Conduct
- Compliments and Complaints
- Educational Program
- Inclusion and Equity
- Occupational Health and Safety
- Privacy and Confidentiality
- Supervision of Children

EVALUATION



In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service’s policy review cycle, or as required
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk (*Regulation 172 (2)*).

ATTACHMENTS

- **Attachment 1** – Staff practices
 - **Attachment 2** – Procedures recommended for the development of a behaviour management plan
 - **Attachment 3** – Early Dismissal Form
 - **Attachment 4** – Early Dismissal Form (Educational Leader Follow Up)
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AUTHORISATION



This policy was adopted by the approved provider of South Morang Preschool Association managed services on [Date].

REVIEW DATE: [DAY]/[MONTH]/[YEAR]

Attachment 1

Staff practices

- Understand the needs of individual children and those in the group and acknowledge that most children's behaviour is influenced by their developmental stage, the environment, the time of day, actions (modelling) of staff and other children, family experiences and the family cultural background.
- Recognise that some causes of inappropriate behaviour include, anger, frustration, desire for attention, imitation, tiredness, excitement, jealousy, social hurdles, high activity levels and too much choice or lack of choice.
- Support children to learn to think for themselves and to be considerate. Help them to think about the effects of their behaviour on other children and look for solutions together. This could involve speaking with the child about the effect of their behaviour on others and then ask the child "What can we do to next time?"
- Teach children to recognise when they are displaying positive behaviour. For example, instead of saying "Good job for packing up the toys" we can say "Thank you, I appreciate that you helped pack up the toys".
- Instead of using phrases such as that's wonderful, good boy/girl; you're great, acknowledge the child and use descriptive words that the child will understand, for example, "You did a great job, you should be proud of yourself".
- Foster a positive self-esteem through acknowledging children, for example, "Wow, look at you, did you know you could do that", "I appreciate you doing that". Instead of saying "What a beautiful painting", you could say "What do you think of that?" This encourages children to notice their behaviour.
- Giving children information about the things they have achieved that you appreciate and highlight rather than an evaluation or a judgement of them as a person or their work.
- Assist and encourage children to talk about and manage their feelings; encourage children to think about how others might feel (empathy).
- Anticipate potentially unacceptable behaviours and eliminate situations and physical arrangements that may encourage inappropriate behaviour.
- Encourage children to resolve potential conflicts for themselves, step in with strategies and suggestions when needed.
- Acknowledge a child's good intentions.
- Acknowledge that it is the behaviour that is inappropriate and not the child.
- Acknowledge and accept the child's feelings of anger, frustration or jealousy, even if the reaction seems out of proportion to the cause. Distinguish feelings from the response the child has to those feelings. Encourage the child to talk about their feelings. For example, make it clear that the feelings okay, but the response (action) to those feelings is unacceptable. "It is okay to feel angry, but it is not okay to hit."
- Use language that does not label the child but labels the behaviour.
- Role model considerate and respectful behaviour in all interactions with peers, children and other adults.
- Allow appropriate choices in decision-making and be prepared to accept the child's decision.
- Give attention to all children involved in a situation. Comfort a child who may be hurt or upset and talk to the child who demonstrated inappropriate behaviour. Empower the child who has been hurt/upset to express to the other child how they feel.
- **Always respond to a situation in a calm manner**

Attachment 2

Procedures recommended for the development of a behaviour management plan

These procedures recommend steps that services should follow to develop a behaviour guidance plan for a child exhibiting challenging behaviour. These procedures should be adapted to suit individual services and each child's individual needs. This should be done in collaboration with the family, educational team, Educational Leaders and Management.

A caring relationship with an adult, who can provide the learning and emotional support required, is pivotal to dealing with a child's challenging behaviour (refer to *Definitions*). Challenging behaviour is best managed through a collaborative strategy developed between service staff and parents/guardians.

When identifying behaviour of an individual child that could pose a risk to the; health and safety of the child or other children in the group, the educator should immediately consult with an Educational Leader and notify Management. This is to ensure educators receive support with the implementation of the procedures below and ensure request for resources to assist the group are received as early as possible.

This procedure should also be implemented where a KIS application has submitted and awaiting approval, where a KIS worker is in place, but pre-emptive approval of relief is needed should the support worker call in sick.

Procedures

Step 1 – Observe

- Observe children exhibiting challenging behaviour, including in the broader context of their environment, the culture of the service, and the interactions of the whole group and other educators working with the child.
- Identify, based on observations, whether there is a need to develop an individual behaviour guidance plan for the child.

Step 2 – Discuss

Invite parents/guardians to a meeting to discuss:

- the ongoing behaviour displayed by the child, including highlighting improvements and celebrating successes
- their aspirations, as well as the service's aspirations, for the child
- the child's individual characteristics, including interests, temperament, age and cultural background
- recommended strategies to support the child's development, and how these strategies will be reviewed and evaluated
- resources or changes to the environment/program that may be required for a behaviour guidance plan to be implemented e.g. changes to routines and transitions
- the support already accessed by the family to assist with managing the child's behaviour
- other support available, such as a Preschool Field Officer (refer to *Definitions*), referral for specialist assessment and additional adult support (written consent is required from parents/guardians before any intervention/assessment is undertaken)
- any other matter that will assist with the development of a behaviour guidance plan.

Step 3 – Consult

- If appropriate, and with the permission of parents/guardians, consult with other support agencies or service providers who are already working with the child, to assist with the development of a behaviour guidance plan.

Step 4 – Develop

Develop an individual behaviour guidance plan, based on consultation with the child’s parents/guardians and other support agencies, that is:

- appropriate to the needs of the child and accepted/agreed to by parents/guardians and other professionals involved in the education and care of that child
- clear and easy to follow for all educators, staff, parents/guardians and/or volunteers/students working with the child.

Step 5 – Monitor and review

- Continually review, reflect, evaluate and revise the strategies that have been implemented.
- Communicate with the parents/guardians regarding the child’s progress and involve them in evaluating and revising the strategies.

An Early Dismissal Form is required to be completed and kept in the child’s enrolment record if the child was sent home early due to challenging behaviour. A parent should be asked to collect their child early ONLY if educators have exhausted all resources and strategies and the child is unable to self or co-regulate and is posing a health and safety risk to themselves, staff and other children.

Attachments – further helpful links:

- <https://raisingchildren.net.au/preschoolers/behaviour/behaviour-management-tips-tools/behaviour-management>
- https://www.acecqa.gov.au/sites/default/files/2020-01/QA5_Supporting_children_to_regulate_their_own_behaviour.pdf
- <https://www.bcci.edu.au/images/pdf/Behaviour-Management-Plan.pdf>
- <https://www.vic.gov.au/supporting-childrens-behaviour-early-childhood-services>

Attachment 3

Early Dismissal



An Early Dismissal Form is required to be completed and kept in the child’s enrolment record if the child was sent home early due to challenging behaviour. A parent should be asked to collect their child early ONLY if educators have exhausted all resources and strategies and the child is unable to self or co-regulate and is posing a health and safety risk to themselves, staff and other children.

Child’s Name: _____ Date: _____

Child’s Group: _____ Time of Incident: _____

I sent a child home early due to... (Please tick)

Behaviour

What was the behaviour observed? (Please give a brief description of what occurred)

What was the duration of behaviour observed? (e.g. Was it an isolated incident? Did it occur frequently over the session?)

Is there a Behaviour Management Plan in place? Please circle)

YES | NO

How was the phone call received by the parent?

Please attach any observations related to incident

Other

Please explain the reason child was sent home early.

Please indicate which Educational Leader you notified regarding early dismissal:

It is important that a follow up occurs with families if a child is dismissed early. This gives educators and families the opportunity to discuss strategies, referral pathways and any other concerns or areas for support.

Attachment 4

Early Dismissal

Educational Leader Follow Up



Child's Name: _____ Date: _____

Child's Group: _____ Time of Incident: _____

Please tick strategies used ***PRIOR*** to sending child home:

- Redirecting
- Sensory Resources
- Indoor/Outdoor program
- Social Stories
- Time-in with an educator (1 on 1)
- Visuals
- Other (please specify)

Please elaborate on how these strategies were used:

Has the teacher sought support through: *(Please tick)*

- Pre-School Field Officer
- Allied Health (Psychology, Speech Therapy, Occupation Therapy etc.)
- Educational Leader Support
- NDIS
- Uniting Kindergarten Inclusion Support (KIS)

Would the teacher like support accessing any of the above?

Please circle: YES | NO

If yes, please indicate which:

Has the teacher reached out to the family already post-incident?

Please circle: YES | NO

If yes, what was the date of follow up?

If no, would the teacher like an Educational Leader to be present to support a conversation with the family?

Please circle: YES | NO

What was the mode of communication? (please tick)

Phone call

In person Meeting

Email

Post follow up:

What was the outcome of the conversation? Please outline steps that will be put in place to minimise the chance of another early dismissal.

What further support can the Educational Leader provide to the teacher and family?
