



Behaviour Guidance

Policy Title	Behaviour Guidance
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Policy Statement

SHARE OOSH provides a physically and emotionally safe environment where children are supported to build self-regulation, respectful relationships, and a sense of belonging. We understand behaviour as communication and respond with proactive, relationship-based strategies that protect each child's dignity and rights.

SHARE OOSH does not use corporal punishment or any form of discipline that is humiliating, frightening, physically harmful, or otherwise inappropriate. The service does not use punitive, shaming, or exclusionary practices that withdraw a child's basic needs or isolate a child from support.

Where behaviour creates a safety risk, disrupts effective supervision, or cannot be managed through routine guidance strategies alone, staff may make temporary, safety-based adjustments to how a child participates in the program (for example, increased structure or restricted environments). These responses are based on impact and risk, not intent, diagnosis, or "deserved" consequences.

This policy works in tandem with:

- Individual Behaviour Support Plans (child-specific supports and strategies)
- SHARE's escalation and safety response process (step-by-step operational direction for staff during live incidents)

Definitions

Approved Provider	The individual or organisation that holds legal approval to operate the education and care service under the Education and Care Services National Law. The Approved Provider has overall responsibility for governance, regulatory compliance, and ensuring the service operates in accordance with legislation, policies, and quality standards.
Behaviour guidance	A respectful, developmentally appropriate approach to supporting children to understand and manage behaviour, build self-regulation skills, and repair harm within relationships.
Behaviour Support Plan (BSP)	An individualised plan developed in partnership with families to support a child whose behaviour requires consistent, targeted strategies beyond universal behaviour guidance approaches.
Cool-down (regulation support)	A time-limited, supervised support provided to help a child regulate and de-escalate. This is not punishment or "time out" and always occurs with educator presence and support.
Early collection	Requiring a child to be collected before the end of a session because the service cannot safely maintain supervision or manage risk at that time within the service environment and staffing capacity.
Exclusion	Ending a child's enrolment after sustained inclusion efforts, where the service determines it cannot safely or reasonably sustain care within its environment, supervision requirements, or staffing capacity.
Nominated Supervisor	A person appointed by the Approved Provider who has the day-to-day responsibility for the management and operation of the service. The Nominated Supervisor ensures policies and procedures are implemented, regulatory obligations are met, and the service operates safely and effectively.
Participation adjustment	A temporary change to how a child participates in the program to maintain safety and supervision. Participation adjustments are protective, not punitive, and applied for the shortest time necessary.
Responsible Person	A person placed in day-to-day charge of the service when required. This may include the Nominated Supervisor, a Certified Supervisor, or the Approved Provider where applicable. The Responsible Person has delegated authority to make operational decisions necessary to ensure children's safety, supervision, and regulatory compliance during service operation.
Restricted environments	Temporary limits placed on a child's access to specific spaces or activities to reduce risk and maintain effective supervision, lifted once it is safe to do so.
Restrictive practice	Any practice that restricts a child's rights or freedom of movement or is used to control behaviour rather than manage

immediate safety risk. Restrictive practices are not used as planned behaviour strategies.

Structured participation Participation in staff-led or clearly defined activities rather than unstructured play, used temporarily to support safety, regulation, and supervision.

Suspension (temporary) A time-limited pause in a child's attendance used only when safety risks cannot be reasonably managed while further assessment, planning, or support occurs. This is not a disciplinary action.

Unsafe behaviour Behaviour that creates a risk of physical harm, significant emotional harm, or prevents the service from maintaining effective supervision, regardless of intent or underlying cause.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities for rest, relaxation and emotional regulation.
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.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships that support children to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained at all times.

5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships with other children.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from each other and develop prosocial behaviours.
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others, and resolve conflicts.

QUALITY AREA 6: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained, and families are supported in their parenting role.
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QUALITY AREA 7: GOVERNANCE AND LEADERSHIP

7.1	Governance	Governance supports the operation of a quality service that is child safe.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.

EDUCATION AND CARE SERVICES NATIONAL LAW

S. 2A	Paramount consideration – safety, rights and best interests of children
S. 3A	Paramount consideration
S. 5AA	Meaning of inappropriate conduct
S. 162A	Child protection training

165	Offence to inadequately supervise children
166	Offence to use inappropriate discipline
S. 166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
167	Protection from harm and hazards
S. 174	Offence to fail to notify certain information Regulatory Authority
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
12	Meaning of serious incident
73	Education program
84	Awareness of child protection law
123	Educator to child ratios - centre based services
147	Staff members (records)
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
174	Time to notify certain information to Regulatory Authority
175	Prescribed information to be notified to Regulatory Authority

Related Policies and Documents

- Incident, Injury, Illness and Trauma Policy
- Enrolment and Orientation Policy
- Providing a Child Safe Environment Policy
- Management of Complaints Policy
- Behaviour Support Plans (individual)

Purpose

This policy outlines how SHARE OOSH supports children's behaviour through relationship-based guidance, while also setting clear boundaries for safety, supervision, and participation.

The purpose of this policy is to:

- support children's wellbeing, dignity, and rights
- support the development of self-regulation and respectful relationships
- guide consistent, respectful responses to behaviour
- clarify when safety-based participation adjustments may be required
- ensure the service meets its duty of care to all children and staff

This policy recognises that inclusive practice and safety operate together, and that adjustments to participation may be necessary where behaviour guidance alone is not sufficient to maintain safe supervision.

Guiding Principles

SHARE OOSH is guided by the following principles:

- All children have the right to be treated with dignity, respect, and fairness.
- All children have the right to feel physically and emotionally safe while attending the service.
- Behaviour is understood as communication and is responded to with empathy and support.
- Relationships are central to supporting regulation, learning, and wellbeing.
- Behaviour guidance focuses on teaching skills and repairing relationships, not punishment.
- Safety and supervision are non-negotiable responsibilities of the service.
- Participation adjustments are used only where necessary to manage risk and are not disciplinary.
- Responses to behaviour are based on impact and safety, not intent, diagnosis, or blame.

- Families are recognised as key partners and are engaged respectfully and transparently when behaviour concerns arise.
- Decisions are made in the best interests of the child while balancing the safety and wellbeing of the wider group.

Procedures

1. Behaviour Guidance as the Primary Approach

SHARE OOSH uses behaviour guidance as the primary and default approach to supporting children's behaviour.

Educators respond to behaviour in ways that:

- are respectful, calm, and developmentally appropriate
- support children to build self-regulation and social skills
- prioritise relationships and emotional safety
- maintain each child's dignity and rights

Behaviour guidance focuses on teaching, support, and repair rather than control or punishment. Where a child requires additional or consistent support beyond universal guidance strategies, an individual Behaviour Support Plan may be developed in partnership with the family.

2. Safety, Supervision, and Duty of Care

The service has a non-delegable duty of care to ensure the safety and wellbeing of all children and staff.

Where behaviour presents a risk to physical safety, emotional wellbeing, or the service's ability to maintain effective supervision, safety considerations take precedence over individual preferences or participation choices.

Decisions made under this policy are based on:

- the impact of behaviour on safety and supervision
- the service environment and group context
- staffing capacity and supervision requirements

Behaviour is not assessed in isolation. The same behaviour may require different responses depending on risk, context, and capacity at the time.

3. Participation Adjustments

Where behaviour guidance alone is not sufficient to maintain safety or effective supervision, the service may implement temporary participation adjustments.

Participation adjustments:

- modify how a child participates, not whether they are welcome
- are protective and safety-based, not disciplinary
- are proportionate to the level of risk
- are applied for the shortest time necessary
- are reviewed and reduced as soon as it is safe to do so

Participation adjustments may include increased structure, increased supervision, or temporary limits on access to certain environments or activities. Children remain supported and supervised at all times.

Participation adjustments are not used as punishment, consequences, or behaviour control strategies.

4. Escalation and Leadership Responsibility

Where behaviour presents an ongoing or escalating risk to safety, wellbeing, or the service's ability to maintain effective supervision, the matter may be escalated.

Escalation is a governance and risk-management function and may occur when:

- participation adjustments are not sufficient to manage risk, or
- the impact of behaviour exceeds what can be safely managed within the service environment or staffing capacity at that time.

Escalation decisions are made by the Nominated Supervisor, or by a Responsible Person acting within their delegated authority.

When escalation occurs:

- decisions are based on risk, impact, and supervision requirements
- the least intrusive option is considered first
- the child's dignity and right to support are maintained
- families are engaged in a respectful and timely manner

Escalation is not a disciplinary response and does not imply fault, intent, or blame.

SHARE may require specialist input as a condition of continued attendance where risk exceeds internal capacity.

5. Early Collection, Suspension, and Exclusion

Early collection may be required where the service determines that it cannot safely maintain supervision or manage risk for the remainder of a session within the service environment and staffing capacity. Early collection is a session-specific safety response and does not constitute a suspension.

Where safety risks are significant, ongoing, or cannot be reasonably managed through participation adjustments or early collection, the service may consider suspension of a child's attendance on a temporary basis while further assessment, planning, or consultation occurs.

In rare circumstances, where the service determines that it cannot safely or reasonably sustain care for a child within the service environment, even with adjustments and support in place, the service may suspend attendance or, where necessary, end the child's enrolment. Any such decision is made on the basis of safety and capacity, not as a disciplinary measure.

Decisions relating to suspension or exclusion are approved by the Approved Provider, following consultation with the Nominated Supervisor. Families are informed respectfully and transparently.

6. Physical Intervention and Restrictive Practices

SHARE OOSH does not use restrictive practices as planned or routine responses to behaviour.

The service does not use punishment, isolation, seclusion, or practices that restrict a child's freedom of movement or participation as a means of behaviour control.

In exceptional circumstances, where there is an immediate and serious risk of harm to the child or others, staff may use brief physical intervention solely to prevent injury. Any such intervention:

- is used only as a last resort
- is proportionate to the level of immediate risk
- is applied for the shortest time necessary
- ceases as soon as the risk has passed
- is not used to enforce compliance or as a behaviour management strategy

Any physical intervention is followed by appropriate documentation, reflection, and review. Repeated reliance on physical intervention indicates that the service may not be able to safely meet the child's needs within the service environment and will prompt escalation and review in accordance with this policy.

7. Documentation, Monitoring, and Review

Documentation relating to behaviour incidents is completed in line with the service's Incident, Injury, Illness and Trauma Policy and relevant regulatory requirements.

Where behaviour results in:

- a serious incident, or
- physical intervention, early collection, suspension, or exclusion,
- families are notified within required timeframes, including within 24 hours where applicable.

Educators and Responsible Persons are responsible for documenting incidents clearly, factually, and respectfully, ensuring that:

- the nature and impact of the incident are recorded
- any participation adjustments or safety responses are noted

- relevant information is escalated to the Nominated Supervisor in a timely manner

Documentation is used to support oversight, reflection, and informed decision-making, not as a punitive or surveillance tool.

The Nominated Supervisor monitors patterns of behaviour, escalation, and participation adjustments to determine whether further support, review, or changes to arrangements are required, including review of Behaviour Support Plans or consideration of the service's capacity to safely meet a child's needs.

Roles and Responsibilities

ROLE	RESPONSIBLE FOR
Approved Provider	<ul style="list-style-type: none"> • ensures governance arrangements support safe, lawful, and ethical behaviour guidance practices • ensures policies and procedures are in place, implemented, and reviewed in accordance with regulatory requirements • ensures the Nominated Supervisor and Responsible Persons are appropriately appointed, supported, and able to fulfil their responsibilities • approves decisions relating to suspension or exclusion of a child's enrolment
Nominated Supervisor	<ul style="list-style-type: none"> • ensures this policy is implemented consistently across the service • oversees escalation, participation adjustments, and safety responses • ensures families are engaged appropriately when behaviour concerns arise • ensures documentation and information are escalated in a timely manner • consults with the Approved Provider regarding suspension or exclusion decisions
Responsible Persons	<ul style="list-style-type: none"> • implement behaviour guidance and safety responses in line with this policy • make operational decisions to maintain safety and supervision, including early collection • escalate concerns to the Nominated Supervisor where required • ensure incidents and responses are documented appropriately
Educators	<ul style="list-style-type: none"> • implement behaviour guidance practices consistent with this policy • respond to behaviour in ways that maintain children's dignity and safety • apply participation adjustments as directed or required to manage risk • document incidents factually and escalate concerns to Responsible Persons

Families	<ul style="list-style-type: none"> • engage respectfully and collaboratively with the service regarding behaviour concerns • share relevant information that may support the child's wellbeing and participation • work in partnership with the service where Behaviour Support Plans are developed
Other Staff	<ul style="list-style-type: none"> • do not make decisions relating to behaviour guidance, participation adjustments, escalation, early collection, suspension, or exclusion • do not implement behaviour guidance or safety responses unless appropriately trained and directed • escalate any behaviour or safety concerns to an Educator, Responsible Person, or the Nominated Supervisor • support the service to meet documentation, communication, and governance requirements as directed
Students/Volunteers	<ul style="list-style-type: none"> • do not implement behaviour guidance, participation adjustments, or safety responses • do not supervise children independently or make decisions relating to behaviour, safety, or escalation • follow the direction of Educators and Responsible Persons at all times • immediately report any behaviour or safety concerns to an Educator or Responsible Person

Induction and Ongoing Training

The service ensures that educators and Responsible Persons receive induction and ongoing training relevant to behaviour guidance, supervision, and child safety.

This includes:

- understanding this policy and related procedures
- recognising behaviour as communication
- responding to risk and escalation appropriately
- understanding documentation and reporting responsibilities
- Awareness of all in-place Behaviour Support Plans

Training is supported through induction processes, professional learning opportunities, and ongoing supervision and support.

Monitoring, Evaluation, and Review Process

Monitoring

- the Nominated Supervisor and Responsible Persons monitor behaviour incidents, participation adjustments, and escalation to identify patterns, risks, or emerging concerns
- information from incident records and Behaviour Support Plans informs oversight and decision-making

Evaluation

- practice is reviewed through reflective discussions, supervision, and review of incidents
- feedback from educators and families may inform improvements to practice and systems

Review

- This policy will be formally reviewed at least every two years.
- An earlier review may occur where:
 - legislation, regulation, or regulatory guidance changes
 - a serious incident or pattern of concern indicates a need for change
 - service operations, environment, or capacity materially change
- Staff are consulted as part of the review process, and families may be invited to provide feedback where appropriate.
- All updates are endorsed by the Approved Provider. Version control is maintained, and families are informed of significant changes in line with regulatory requirements.