

# POSITIVE GUIDANCE, INCLUSION AND RELATIONSHIPS WITH CHILDREN POLICY

Updated: March 2025



## What are we talking about in this document?

This policy ensures that children have the right to receive positive guidance and encouragement within a supportive and respectful environment. It outlines how the service assesses its ability to support and maintain each child's health, safety, and wellbeing both before and during their enrolment at Keiki Early Learning.



## Who is this for?

This policy applies to children, families, staff, management, students, and visitors of the service.



## Why do we need this policy?

This policy promotes the use of positive guidance strategies to foster children's healthy self-esteem, respect for themselves and others, and the ability to manage various stressors. It ensures that each child's needs are assessed both before enrolment and regularly during enrolment, while safeguarding their wellbeing and promoting inclusion. This policy provides clarity on how Keiki determines its ability to meet each child's needs, maintain their safety, and ensure an inclusive environment for all children.

This policy provides all parties with an understanding of how it is determined if Keiki can meet each child's needs and maintain their safety.

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## Key Terms



Term	Meaning	Source
Positive guidance	This term is used to reflect current thinking about the most positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour.	
Inclusion	Taking into account all children’s social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstance and geographic location) in curriculum decision-making processes. (EYLF).	The Early Years Learning Framework
Positive interactions with 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 the confidence to explore and learn.	The Early Years Learning Framework
Duty of care	Our service has a legal responsibility under the Education and Care Services National Law and Regulations to take responsible steps to ensure the health needs of children enrolled in the service are met. This includes our responsibility to provide: a safe environment for children free from foreseeable harm and adequate supervision of children at all times.	
Risk minimisation plan	A document prepared by service staff for a child, in consultation with the child’s parents, setting out means of managing and minimising risks relating to the child’s specific health care need, allergy or other relevant medical condition.	Guide to the National Quality Framework
Risk management plan	A document prepared by service staff in consultation with the child’s parents, setting out means of managing the risks identified in the inclusion risk assessment.	
Inclusion support plan	A document prepared by educators using information gathered from the child’s parents regarding the child’s needs, identified strengths, risks and barriers. This document supports educators to address access and participating barriers and to support the inclusion of children with additional needs while also managing any risks.	
Inclusion risk assessment	A document prepared by service staff prior to offering a child a place within the service to determine if the service can meet the child’s needs and safe guard them, other children, staff and visitors to the service.	
Child Safe Organisation	A child safe organisation puts the best interests of children and young people first. Policies and procedures alone are not enough to keep children safe and well in organisational settings. A child safe organisation is one that creates a culture, adopts strategies and takes action to promote child wellbeing and prevent harm to children and young people.	<a href="#">CLICK LINK</a>



## The Important Stuff

Positive guidance is an integral part of the service’s educational program. Positive guidance is a ‘process of guiding children to develop healthy self-esteem, respect for themselves and others, and skills to manage an array of potential stressors’ (Marion & Koralek, 2013).

Creating quality learning environments and having sensitive, nurturing educators are crucial for achieving positive learning outcomes for children. We aim to reduce challenging behaviors and encourage children to succeed, build positive self-esteem, and increase their

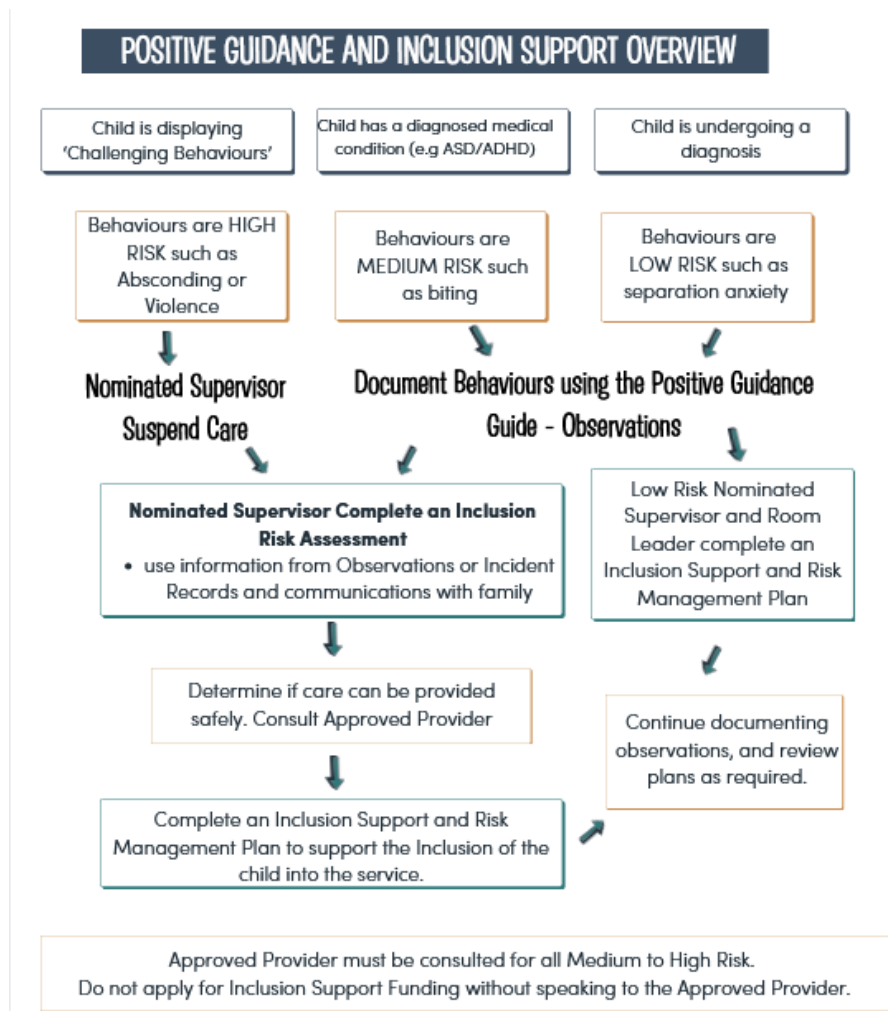
competence. A positive approach means understanding the reasons behind children's challenging behaviors, not just addressing the behaviors themselves.

Inclusion ensures that all individuals, regardless of their abilities, backgrounds, or circumstances, have equal access to opportunities and resources. It involves creating environments where everyone feels valued, respected, and able to participate fully. At Keiki, we promote Inclusion Support, which ensures that everyone receives reasonable adjustments and accommodations, providing an accessible, equitable, and welcoming environment for all.



**Before enrolling a child with an identified diagnosis or the family has shared that the child has challenging behaviours, an Inclusion Support Risk Assessment must be completed before an offer of enrolment is sent to the family.**

**It is important that we ensure we can provide the child with the safe, nurturing education and care they need.**



**Implementation**

Positive guidance

- Demonstrates respect for the children’s dignity and rights
- Is based on knowledge of children’s development and learning
- Is based on an understanding and knowledge of each child, including background, culture, community and family

- Is proactive and positive, recognising the child’s strengths
- Does not use any form of corporal punishment or any discipline that is unreasonable in the circumstances
- Does not involve making judgements about children and families.

Corporal punishment and unreasonable physical or verbal discipline are not permitted at any time in children’s services, not only because the child may be physically harmed, but also because it nearly always has detrimental effects on the child’s self-esteem and feelings of security. All educators and staff at our service will role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different genders.

Positive guidance strategies implemented within our service are appropriate to the child's age and developmental capacity. Children are encouraged to make decisions for themselves and are provided with opportunities for independence and self-regulation. Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.

Educators will take a holistic approach to their positive guidance and interactions with children. When early childhood educators take a holistic approach they pay attention to children’s physical, personal, social, emotional, and spiritual wellbeing as well as cognitive aspects of learning. All staff adhere to the Early Childhood Code of Ethics to act in the best interests of the children and work collectively to ensure that every child is thriving and learning.

#### **Partnerships with families**

The service will build positive partnerships with families by facilitating both formal and informal conversations, providing blog posts, and hosting information nights. The service will provide specific information and support to families as required. Centre coordinators will assist educators when meeting with families to discuss children’s behaviour, using the Inclusions Support and Risk Management Plans.

#### **Managing conflict**

Learning to handle conflict in productive ways is an important social skill that children will use throughout their lives. Educators will use their knowledge of the children and the situation/incident when assisting children to manage conflict. Educators will communicate clearly with the children, listen to their perspectives and opinions, and search for solutions that children can agree to.

When we help to practice resolving conflicts, children become more sensitive to the needs and feelings of others. Children also develop self-confidence when they learn how to solve their problems in a positive and assertive way.

School-aged children require a safe environment and positive role models to develop their conflict management skills. Instead of directly managing conflicts between children, educators offer guidance and set examples in school-aged settings. Additionally, they provide opportunities for children to learn calming and mindfulness techniques, recognize emotions and feelings, and foster empathy.

#### **Responding to children’s behaviour**

Educators will use their knowledge of the children and the situation/incident to make an informed choice when responding to children’s behaviour. They may use the following strategies

- Allow natural consequences to play out provided a child is safe.
- Present a logical consequence, explained in advance and as a direct result of behaviour (for example if a child is throwing dolls, an educator could say “I won’t let you throw dolls. You can play with them gently or I will put them away”).
- When a child’s behaviour is escalating, educators will redirect the child to an alternative activity away from the source of stress or conflict. If developmentally appropriate, discuss strategies for managing stress or conflict later when the child is calm.
- Use re-engagement to allow the children to continue the behaviour in an appropriate way (for example if children are running, direct them to go outside to continue running).
- Provide an opportunity for the child to “cool off” by helping make amends (for example cleaning up a mess they made).
- Use a time in to help regulate the child and keep themselves and others safe.
- Reduce attention on the behaviour by giving short reminders of expectations.
- Give children choices.
- Provide feedback and encouragement when children are displaying positive behaviours.

### Physical restraint

Physically restraining a child is a last resort.

Children should only be restrained in emergency situations, such as

- Breaking up an altercation
- Stopping a child from hurting another
- Stopping something being thrown that could injure someone
- Preventing a child from running into danger.

These situations may require the supportive holding of children. This means that children are only held long enough to be removed from the situation, and the emergency situation has been addressed or subsided. This approach should only be used when there is an immediate danger of the child being hurt or hurting others and when other strategies to guide the child’s behaviour have not worked.

### Biting

- Families will be informed if their child has bitten or was bitten when possible – ideally before collection.
- If a child is consistently biting, an Inclusion Risk Assessment or Inclusion Support and Risk Management Plan will be written by the educators and discussed with the family. Educators will try to recognise triggers and prevent occurrences of biting, to reduce harm to others and help children learn more positive strategies for social engagement. This will be done through thorough observations and documentation.
- Educators WILL NOT give out the name of any other child involved.
- When a child bites, this policy will be followed. Educator’s attention is mainly focused on the child who has been bitten, in caring for them and ensuring they feel better.
- Educators will support the child who has been bitten. For example, supporting them in developing strategies to protect themselves from harm and being bitten again.
- An explanation is given to the child who has bitten that such behaviour is not acceptable. They are encouraged to use words and/or gentle hands to communicate their feelings.
- All educators, both permanent and casual, will be made aware of positive guidance procedures for biting. They will be made aware of children who are being observed and what their triggers are to be able to support the needs and safety of all children.

- Much has been written about biting in early childhood. Written information will be made available to educators and families on request or if concerned.
- Families will be reassured that biting is a normal behaviour in young children and everything is being done to reduce the instances of biting within the service.
- Educators will give informal feedback to any concerned families regarding the progress of specific positive guidance strategies in place. Specific time will be made for families wishing to discuss issues with educators in more depth.
- Children who bite WILL NOT be excluded from our programme.
- If the specific guidance plan written by educators fails to reduce instances of biting, external support will be sought from specialist education services.

### **Social and emotional competence and resiliency**

Educators will support the children to develop social and emotional competence and resiliency. Specific strategies can be found in the Positive Guidance Guide.

### **Physical Violence and Aggression**

Violence and Aggression in children can stem from various factors, including difficult feelings, difficulty expressing emotions, changes in life, bad experiences or a desire for control and manifest as anger, frequent temper outbursts or extreme irritability.

A focus should be placed on prevention through social-emotional learning, de-escalation techniques, and establishing clear expectations and while also ensuring a safe and supportive environment.

If a child is displaying aggression and violence towards other children or staff and educators Keiki may suspend or terminate a child's enrolment. The child must be collected from the service immediately by a parent, guardian or authorised nominee.

### **Inclusion Support**

#### **New Enrolment or New/Suspected Diagnosis**

##### **New Enrolment Procedure**

Upon receiving a new enrolment, the Nominated Supervisor will assess whether the child has medical, behavioural, or additional needs. If determined that the child has a diagnosis, challenging behaviours or behavioural or additional needs, an Inclusion Risk Assessment must be completed prior to offering enrolment.

##### **Procedure for New or Suspected Diagnoses**

For children already attending the service, if a new or suspected diagnosis arises, or if the child exhibits new behaviours, the Nominated Supervisor may temporarily suspend the child's attendance. This suspension allows for the completion of an Inclusion Risk Assessment and a Care Conference with the child's family.

For more information about suspension of care, please see the Enrolment and Orientation Policy.

Educators may have been advised by the Nominated Supervisor to complete observations on the child as per the Positive Guidance Guide for Educators and the Positive Guidance and Relationships with Children Policy.

#### **Inclusion Risk Assessment**

##### **Post-Assessment Procedure**

Upon completing the Inclusion Risk Assessment, the Nominated Supervisor will evaluate whether the service can safely accommodate the child's needs.

If it is determined that care can be provided safely, a comprehensive Risk Management and Inclusion Plan must be developed. This plan should be created in collaboration with the child's family and, where necessary, external professionals to ensure all aspects of the child's care are addressed.

## **Risk Management and Inclusion Support Plan**

### **Purpose of the Document**

This document is designed to support educators and staff in understanding the unique needs of each child, outlining how risks will be managed, and detailing the communication plan. It is essential that this plan is reviewed regularly in consultation with the child's family and/or external professionals to ensure it remains current and effective.

### **Background Information**

Gathering information from the child's family and external professionals is crucial to understanding the child's unique needs. A review date must be set within six months of the plan's development to ensure ongoing relevance and accuracy. Should any changes in behaviours, diagnosis or needs arise the document must also be updated.

### **Summary of Strengths, Interests, and Barriers**

In collaboration with the child's family and/or external professionals, this section should provide a comprehensive overview of the child's strengths, interests, and abilities. Identifying barriers helps educators understand where to begin when working towards goals and managing risks.

### **Risk Management Plan**

Identifying potential risks is vital to ensure the safety of the child, other children, staff, and visitors to the service. Risks identified during the Inclusion Risk Assessment should be detailed here. The child's parents and external professionals can assist in assessing the likelihood of these risks and developing strategies to manage them effectively.

### **Inclusion Support Plan**

Using the summary of strengths, interests, and barriers and the risk identified, this section should outline the resources required to support the child's inclusion. This may include determining if Inclusive Support Funding needs to be applied for.

### **Considerations for Learning and Positive Guidance Plan**

Medical conditions, additional needs, or behavioural issues can impact a child's learning experience within the service. It is crucial to consider these factors to ensure the child's inclusion in all activities, including excursions and incursions.

### **Communication Plan**

This plan should list strategies to ensure all parties remain informed about the child's needs. It may need to be updated regularly to reflect the child's evolving requirements. All educators must sign off on this plan, indicating their understanding and commitment to implementing it.

## **Inclusion Support**

### **Inclusion Support Program**

At Keiki Early Learning, we are committed to the inclusion of children with additional or complex needs. To support this commitment, we frequently apply for assistance through the Inclusion Development Fund (IDF).

The primary streams of IDF support that Keiki applies for include:

- **Subsidy for an Additional Educator:** This subsidy is intended to support the employment of an additional educator to enhance the educator-to-child ratio. It is not designed for one-on-one care.
- **Subsidy for Immediate/Time-Limited Support:** When services qualify, this subsidy provides immediate funding for an additional educator to improve the educator-to-child ratio. It does not cover one-on-one care.
- **Innovative Solutions Support:** This flexible funding provides training and resources to address identified barriers and support the inclusion of children.

### Inclusion Support Guidelines

Inclusion support is not intended for one-on-one care for any child. If a child requires one-on-one care, the Nominated Supervisor must reassess the Inclusion Risk Assessment and Risk Management Plan. This reassessment will determine how to manage the risks effectively, ensuring the child's safe inclusion in the service, while also safeguarding other children, staff, and visitors.



## Guidelines

### Nominated Supervisor/Centre Coordinator responsibilities

- The education and care provided by the educators (Regulation 155):
  - Encourages the children to express themselves and their opinions
  - Allows children to undertake experiences that develop self-reliance and self-esteem
  - Maintains at all times the dignity and the rights of each child
  - Gives each child positive guidance and encouragement towards acceptable behaviour
  - Has regard to the family and cultural values, age and physical and intellectual development and abilities of each child being educated and care for at the service.
- as per Section 166 of the Education and Care Services National Law (WA) 2012 no child being educated and cared for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstance.
- every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury.
- consideration is made into the arrangement of the rooms and the age groups of children to ensure that children have the opportunity to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service (Regulation 156).
- connections are built between our service and local primary schools to support positive learning environments.
- positive guidance does not involve making judgements about children or their families.
- information is gathered from families about their children's social skills, relationship preferences, family and cultural values which will be recorded in the child's individual file.
- educators use this information to engage children in experiences that support children to develop and practice their social and decision-making skills.
- positive and respectful relationships with children are established and maintained.
- children are empowered to use language and other forms of non-hurtful communication to communicate their emotions.
- positive, empathetic relationships are promoted between children assisting them to develop respectful relationships.
- the dignity and rights of each child are maintained at all times.
- positive and inclusive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour.

- general information about positive guidance is provided to families through parent interviews or information evenings, links on the Keiki website and newsletters.
- a partnership is developed with other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file.
- excessive or challenging behaviour is managed and communicated with families.
- strategies are implemented to re-direct a child who may be causing or about to cause harm to himself or herself, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include an incident where a child places him/herself in a dangerous situation, for example, climbing a fence or hiding in a potentially dangerous position. Safety is a priority, and this may mean using physical re-direction in which an Educator will remove the child from the harmful situation by holding their hand or physically guiding them in a manner that is safe for the child, other children as well as the educator.
- families are notified and the incident/behaviour is addressed sensitively. In an instance where a child or children's safety has been jeopardised, parents may be required to sign an *Incident Report*.
- should the behaviour continue, the child's behaviour is observed and carefully documented. Additional information is collated related to the context and positive guidance strategies implemented. Where a similar incidence occurs three times, the child's parents and educator will meet to discuss the behaviour or concern as they assist in creating a Inclusion Support and Risk Management Plan to support the child in the environment.
- families and professional agencies are consulted to ensure that a consistent approach is used to support the child with diagnosed behavioural or social difficulties.
- application for additional support for educators to build their capacity and capabilities to include children with additional needs will be made through the Inclusion Support Program.
- a Strategic Inclusion Plan (SIP) is developed and guided by local support agencies as required for individual children.
- the SIP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan.
- professional development is provided for educators to be informed, trained and supervised to implement the SIP created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child.
- notification is made to the regulatory authority within the legislated time frames of any circumstance that poses a risk to the health, safety and wellbeing of a child or children, or of any complaint alleging that a serious incident has occurred at the service.
- Inform casual and relief educators of children and staff with specific needs and the protocols for managing associated risks.
- Ensure all educators, including relief and casual staff, have knowledge of and access to this policy and other relevant health policies.
- Notify Keiki Hub of all children who require an Inclusion Risk Assessment.

#### **Educator responsibilities**

- read and follow the Positive Guidance Guide
- encourage and support each child's social and emotional development, striving to develop children's self-regulation and an understanding of the feelings of others.
- actively work with younger children to promote and role-model positive ways to interact with others
- teach behavioural expectations.
- support appropriate behaviour- visual cues, prompting, positive verbal feedback and quality learning environments.

- Provide children with positive guidance and encouragement toward acceptable behaviour
- promote children's initiative and agency.
- actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others.
- at all times provide positive role-modelling in their dealings with children, other educators and staff, and families.
- discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines.
- guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.
- talk calmly with children about the consequence of their actions, and the reason for rules
- use corrective consequences- prompt, redirect, re-teach, provide choice, logical consequence, conference with child and educator.
- provide positive feedback and focus on children's strengths and achievements and build on their abilities.
- take into consideration the child's past experiences as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence.
- be responsive to these former experiences, designing and implementing plans with the individual child that include strategies which will assist alternative and positive behaviour
- provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged with.
- ensure there are sufficient materials and equipment for individual, small and large group activities
- set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests .
- adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions or words.
- commit to professional development and keep up to date with industry information regarding positive guidance strategies.
- support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules.
- provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns.
- encourage children to listen to other people's ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem-solving situations.
- listen empathetically to children when they communicate their emotions and provide encouragement as they reassure the child it is normal to experience positive and negative emotions.
- guide children to remove themselves from situations where they are experiencing frustration, anger, or fear.
- support children to negotiate their rights and the rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity.
- learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills.
- use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them.
- remain calm, respectful and tolerant as they encourage children who are strongly expressing distress, frustration or anger.
- guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour.

- implement “time in” with an adult, which will be used when all other strategies (above) have been exhausted. “Time in” allows educators to offer reassurance and support so the child can settle and regain self-control, develop some self-calming behaviours and gain composure. Once calm, educators can assist the child to identify what happened, reflect on their actions and consider how they may have done something differently. “Time in” will always occur under the supervision of other Educators.
- Ensure they have thoroughly read each child's Inclusion Support and Risk Management Plan.
- Stay informed about any updates or changes to the plan.
- Communicate and collaborate with families as appropriate.
- Share relevant information with the family and Nominated Supervisor as needed.
- Promptly raise any concerns with the Nominated Supervisor as soon as they arise.

### Family responsibilities

- provide consent for the service to consult with professional agencies to assist with implementing a Strategic Inclusion Plan (ISP).
- work collaboratively with Educators and professional agencies when required in order to develop a broader understanding of the child’s developmental level and share any recent events which may be influencing the child's behaviour.
- create consistency in positive guidance strategies used at the service and at home.
- Provide the Centre Coordinator/Nominated Supervisor with comprehensive information about their child's health needs, medical conditions, additional needs, and behavioural concerns at enrolment, re-enrolment, and whenever there are changes to those needs.
- Ensure the service enrolment form is completed in its entirety, detailing the child's specific needs.
- Supply the service with all relevant information from external practitioners to support the child's inclusion.
- Collaborate with the service to facilitate the child's inclusion.
- Notify the service promptly of any changes to the child's needs or presentation.

### Termination of enrolment and suspension

We have the legal duty to ensure the health, safety and well-being of children, management, educators, families, students, volunteers and visitors at the service. We are dedicated to developing effective partnerships with children and families to support children’s inclusion, access, engagement and participation in the service.

In some circumstances the Centre Coordinator/Nominated Supervisor/Approved Provider may deem it appropriate to temporarily suspend the care of a child or terminate a child’s enrolment. Please refer to the [Enrolment and Orientation Policy](#) for further information.



### Supporting Documents

#### Policies

- [Child Protection Policy](#)
- [Educational Program and Curriculum Policy](#)
- [Enrolment and Orientation Policy](#)
- [Excursion, Incursion and Safe Transportation Policy](#)
- [Supervision of Children Policy](#)
- [Workplace Health and Safety Policy](#)

#### Other Documents

Positive Guidance Guide for Educators

**Resources**

[Education and Care Services National Law \(WA\) Act 2012](#)  
[Education and Care Services National Regulations 2012](#)



**Sources**

- Australian Children’s Education & Care Quality Authority (ACECQA).
- Early Childhood Australia Code of Ethics. (2016).
- Education and Care Services National Law (WA) Act 2012. (2023).
- Education and Care Services National Regulations 2012. (2024).
- Guide to the National Quality Framework. (2024).
- Positive Guidance in the Early Years. Marion, M & Koralek, D. [Introduction on JSTOR](#). (2013).
- ACECQA. Inappropriate Discipline. [inappropriate-discipline.pdf \(acecqa.gov.au\)](#). (2020).



**Links to Regulations**

National Quality Standard		
<b>Quality Area 1: Educational program and practice</b>		
1.2	Practice	Educators facilitate and extend each child’s learning and development.
<b>Quality Area 2: Children’s Health and Safety</b>		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
<b>Quality Area 4: Staffing Arrangements</b>		
4.1	Staffing arrangements	Staffing arrangements enhance children’s learning and development.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
<b>Quality Area 5: Relationships with children</b>		
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 which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to solve conflicts.
<b>Quality Area 6: Collaborative partnerships with families and communities</b>		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children’s inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children’s access. Inclusion and participation in the program.

Quality Area 7: Governance and Leadership		
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

Education and Care Services National Regulations	
84	Awareness of child protection law
115	Premises designed to facilitate supervision
117A	Placing a person in day to day charge
123	Educator to child ratios – centre based services
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
174	Time to notify certain circumstances to Regulatory Authority
175	Prescribed information to be notified to Regulatory Authority

Education and Care Services National Law	
166	Offence to use inappropriate discipline
167	Offence relating to protection of children from harm and hazards



Review & Document Control	
Policy Reviewed	Modifications
3 <sup>rd</sup> November 2017	Reviewed and transferred to new format. Added table of suggested sustainable practices.
8th January 2018	Quality Area updated to reflect changes to NQS. Updated Centre Director Term to Coordinator
11th February 2018	Updated terminology.
16th April 2018	Added Staff after Educators to include the cook
April 2020	Added family and community input. Removed content that was repeated. Notification to ECRU added
June 2021	Added Biting behaviours policy and renamed from behaviour guidance to Positive Guidance Policy
November 2022	New format. Restructure and reword of policy to align with Keiki positive guidance document. Deletion of responsibilities for children. Updated relevant NQS areas.
January 2023	Reference to section 166 and 167 added.
October 2024	New format. Update termination of enrolment clause to refer to Enrolment & Orientation Policy. Checked and updated links.
March 2025	Incorporated the Inclusion Policy. Outlined new Inclusion Support documents including Risk Assessment and Management and Support Plan. Added section about Physical Violence and Aggression.

**Disclaimer**

It is each employee, family and visitor to the service’s responsibility to read, understand, follow and address any concerns with management about this policy.

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