Bullfrog Children's Centre

BEHAVIOURAL KNOWLEDGE & MANAGEMENT

Date last reviewed	February 2026
Next review date	February 2027

What areas does this policy cover

- **Behavioural Knowledge and management**
- **Bitting management**

Policy Statement

Bullfrog Children's Centre recognises that all behaviour is communication. Children's behaviour reflects their developmental stage, emotional regulation capacity, relationships, environment, experiences, and unmet needs. We believe children learn best when they feel safe, secure, connected, and understood.

Guided by the principles of the Circle of Security approach, educators strive to build secure relationships that support children to explore, learn, regulate emotions, and develop positive social skills. Educators will respond to challenging behaviours, including biting, pushing, hitting, kicking, throwing, and verbal aggression, with empathy, consistency, positive guidance, and developmentally appropriate support.

The service does not use corporal punishment, humiliation, intimidation, isolation, shaming, or punitive practices..

Background Statement

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place in relation to Behavioural Knowledge and management, including bitting and crisis management. Bullfrog Children's Centre sees Behavioural Knowledge and management as a priority in all practices.

Legislative Requirements

Area	Legislation / Regulation	NQS	EYLF
Behaviour Guidance, Positive Interactions and Emotional Regulation	Education and Care Services National Regulations 2011 (Regs. 155, 156, 168)	QA1, QA5	Outcomes 1, 2, 3
Children's Health, Safety, Wellbeing, Sleep, Rest and Toileting	Education and Care Services National Law; Education and Care Services National Regulations 2011 (Regs. 81, 82, 84, 85, 109)	QA2, QA5	Outcome 3
Children's Participation, Agency and Educational Experiences	Education and Care Services National Regulations 2011	QA1, QA5	Outcomes 1, 4, 5
Inclusion and Individual Support	Disability Discrimination Act 1992 (Cth)	QA1, QA5, QA6	Respect for Diversity
Partnerships with Families	Education and Care Services National Regulations 2011	QA6	Partnerships with Families

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Area	Legislation / Regulation	NQS	EYLF
Staffing, Professional Practice and Child-Safe Relationships	Education and Care Services National Regulations 2011	QA4, QA7	Ongoing Learning and Reflective Practice

Induction and ongoing training

On induction all new Employees are required to familiarise themselves with all Policies and Procedures of Bullfrogs Children's Centre. Should information be updated or there are changes to this policy or the Legislative Requirements associated with this policy, Employees will either be informed or will undergo training at the next staff meeting.

Policy reviewed

This policy and procedures will be reviewed by Management, Employees, Families and Children annually. Management will review, then forward to Employees and Families to review via Kinderloop. Children will review as part of a talking mat process.

Implementation

Bullfrog Children's Centre will:

- Foster secure, responsive, and nurturing relationships with all children.
- Recognise that emotions drive behaviour and support children to identify and express emotions appropriately.
- Use Circle of Security principles to support children's need for connection, safety, and co-regulation.
- Promote positive behaviour through respectful interactions, encouragement, modelling, and relationship-based practices.
- Ensure expectations are developmentally appropriate and consistent across the service.
- Create environments that minimise frustration, support engagement, and encourage successful social interactions.
- Support children to develop emotional literacy, resilience, empathy, problem-solving skills, and self-regulation.
- Work collaboratively with families to support consistent approaches to behaviour guidance.
- Maintain children's dignity and rights at all times.

General Service Practices

Educators will:

- Provide praise and acknowledgement for caring, cooperative, respectful, and inclusive behaviours.
- Promote positive self-esteem by creating environments where children feel capable, valued, and successful.
- Use positive guidance strategies, including modelling, redirection, coaching, and encouragement.
- Consider each child's age, developmental stage, temperament, culture, abilities, and individual needs.
- Teach children appropriate ways to communicate feelings, needs, and wants.
- Support self-regulation as a developmental skill that develops over time.

- Build strong relationships with children to understand their cues, interests, strengths, and triggers.
- Plan environments and routines that balance active and restful experiences.
- Model respectful communication, empathy, problem-solving, and good manners.
- Maintain consistent expectations and responses across the service.

Supporting Children Under Two Years and Children Settling into Care

Educators will:

- Prioritise secure attachment relationships and emotional safety.
- Offer comfort, reassurance, physical affection where appropriate, and responsive care.
- Utilise calm spaces and sensory supports to assist emotional regulation.
- Ensure children are not left distressed for extended periods without responsive educator support.
- Work closely with families to understand children's routines, comfort items, interests, and emotional needs.
- Support children to gradually transition into care while maintaining a strong sense of security and belonging.
- Recognise that behaviours such as biting, pushing, crying, and clinginess may occur during periods of adjustment and development.

Where a Child Refuses Basic Care, Routines or Educational Experiences

Bullfrog Children's Centre recognises that children may, at times, refuse to participate in basic care routines, transitions, sleep and rest, toileting, meals, group experiences, or educational activities. Educators understand that such behaviour is a form of communication and may be influenced by a child's developmental stage, emotional wellbeing, need for autonomy, sensory preferences, relationships, or individual circumstances.

Educators will:

- Respond calmly, respectfully, and consistently.
- Seek to understand the reason behind the child's behaviour.
- Use Circle of Security principles to provide connection, reassurance, and emotional support.
- Encourage participation through positive guidance, role modelling, choices, and invitations rather than force or punishment.
- Respect children's agency while supporting their health, safety, wellbeing, and learning.
- Provide developmentally appropriate alternatives where possible.
- Work collaboratively with families to understand and support the child's needs.
- Observe and document ongoing concerns and develop individual support strategies when required.

Children will never be forced, shamed, isolated, intimidated, or punished for refusing a routine, care practice, or educational experience. The focus will remain on building trusting relationships, supporting emotional regulation, and helping children develop the confidence and skills needed to participate successfully in the service program.

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Procedure

Positive Behaviour Guidance

Behaviour guidance practices will:

- Be respectful, inclusive and developmentally appropriate.
- Focus on teaching skills rather than punishing behaviour.
- Encourage self-regulation, problem-solving and empathy.
- Support children to understand the impact of their behaviour.
- Promote positive choices and social competence

Educators will:

- Use positive language and guidance.
- Clearly communicate expectations.
- Encourage desirable behaviours.
- Focus on the behaviour rather than the child.
- Remain calm and responsive.
- Acknowledge children's feelings and emotions.
- Assist children to solve problems and resolve conflicts.
- Redirect behaviour when necessary.
- Support children to repair relationships where appropriate.
- Focus on teaching skills rather than punishing behaviour.
- Use language that promotes understanding and emotional regulation.

Examples include:

- "I can see you're feeling frustrated."
- "I'm here to help you."
- "Let's work out a safer way."
- "Your friend is upset. How can we help?"

Responding to Challenging Behaviour

Where behaviours such as hitting, biting, kicking, pushing, throwing objects, or verbal aggression occur, educators will:

1. Ensure immediate safety of all children and adults.
2. Calmly intervene and stop the behaviour.
3. Provide support to any child who has been hurt.
4. Assist the child displaying the behaviour to regulate emotions.
5. Explore the cause of the behaviour.
6. Teach alternative behaviours and coping strategies.
7. Document incidents where required.
8. Communicate with families respectfully and collaboratively.

Biting

Biting is recognised as a common developmental behaviour, particularly in children under three years of age.

Educators will:

- Respond immediately and calmly.
- Attend first to the child who has been bitten.
- Support the child who bit without shaming or punishing.
- Observe patterns, triggers, and environmental factors.
- Implement preventative strategies.
- Communicate with families while maintaining confidentiality.
- Document incidents according to service procedures.

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Managing Challenging and High-Risk Behaviour

Educators are committed to supporting children to develop positive behaviours, self-regulation skills, and respectful relationships within a safe and inclusive environment.

Responding to Challenging Behaviour

When challenging or inappropriate behaviours are observed, educators will:

- Model and reinforce respectful behaviour, good manners, and positive interactions.
- Respond calmly and respectfully, ensuring discipline is never humiliating, threatening, or delivered across the room.
- Speak with the child individually, at the child's level, using a firm, calm, and supportive approach.
- Discuss behaviours, emotions, choices, and appropriate ways to interact with others.
- Provide guidance and support to help the child understand expectations and develop positive behavioural strategies.
- Redirect the child to an alternative activity where appropriate, providing adult supervision, encouragement, and opportunities for positive reinforcement.
- Remain aware of both the child's and educator's levels of stress or frustration. Educators will collaborate as a team and seek support from colleagues when needed to ensure responses remain calm, consistent, and effective.

High-Risk Behaviour and Crisis Response

Where a child's behaviour places themselves, other children, educators, or visitors at immediate significate risk of harm, educators will take prompt action to ensure safety.
This may include:

- Assessing the situation and removing the child displaying the behaviour, or relocating other children from the area, depending on what is safest.
- Removing or securing any hazards within the environment where possible.
- Utilising additional educator support where available.
- Informing the Nominated Supervisor or management as soon as practicable.
- Notifying the child's family of the incident.
- Completing incident reports and documenting observations following the event.
- Developing individual risk management strategies and support plans as required.

Ongoing Behavioural Concerns

Where behaviours are persistent, unsafe, or significantly impact the wellbeing, learning, or safety of the child or others:

- Observations and relevant documentation will be collected and maintained.
- Families will be consulted and meetings arranged to discuss concerns and identify appropriate support strategies.
- Individual behaviour support strategies and goals will be developed in partnership with families.
- With family consent, external professionals or support agencies may be consulted.
- Behaviour support plans, risk management plans, or other agreed strategies may be implemented and regularly reviewed.
- Educators will endeavour to identify and address escalating behaviours early, communicating concerns with families and management to support positive outcomes.

The service is committed to seeking inclusive, supportive, and collaborative solutions before considering any changes to a child's attendance arrangements.

Suspension and Placement Review

In circumstances where a child's behaviour continues to present a significant and ongoing risk to the safety and wellbeing of children, educators, or others, despite reasonable support strategies and interventions being implemented, the service may review the child's placement.

Any decision regarding suspension or altered attendance arrangements will:

- Be considered as a last resort.
- Involve consultation with the family and relevant professionals where appropriate.
- Be documented and communicated clearly to all parties.
- Include agreed conditions, support strategies, and review processes where applicable.

Where a trial return to care is approved, expectations and conditions will be documented and acknowledged by both the service and the family.

The service reserves the right to suspend or cease a child's placement where the safety of children, educators, or others cannot be reasonably maintained. Where possible, the service will support families to access alternative care arrangements or professional assistance.

Roles and Responsibilities

Roles	Responsibility
Approved Provider	The Approved Provider will: • Ensure compliance with legislation, regulations, and child-safe standards. • Support positive behaviour guidance practices. • Provide resources and professional development relating to behaviour guidance, Circle of Security, emotional regulation, and inclusion. • Ensure procedures protect children's rights, dignity, and wellbeing. • Support educators and families when ongoing behavioural concerns arise.
Nominated Supervisor	The Nominated Supervisor will: • Lead implementation of this policy. • Model positive behaviour guidance practices. • Support educators to understand behaviour as communication. • Provide coaching and mentoring regarding Circle of Security principles. • Assist in developing behaviour support strategies and plans. • Facilitate collaboration with families and external professionals where required. • Ensure documentation and communication processes are followed.
Educators	Educators will: • Build secure and trusting relationships with children. • Apply Circle of Security principles in everyday interactions. • Use co-regulation strategies to support emotional development. • Observe, document, and reflect on children's behaviour and wellbeing. • Maintain calm, respectful, and consistent responses. • Collaborate with families and colleagues.

	• Create inclusive environments that support positive behaviour. • Model empathy, problem-solving, emotional regulation, and respectful communication. • Reflect on their own wellbeing, self-regulation, and professional practice.
Families	Families will: • Share information regarding their child's development, routines, interests, strengths, and challenges. • Collaborate with educators regarding behaviour support strategies. • Participate in meetings and discussions when required. • Support agreed approaches and strategies where appropriate. • Engage in respectful communication with educators and management. • Inform the service of any significant changes that may affect their child's wellbeing or behaviour.
Children	Children will be supported to: • Develop secure relationships with educators and peers. • Recognise and express emotions appropriately. • Learn empathy, resilience, and self-regulation skills. • Participate in problem-solving and conflict resolution. • Develop a sense of belonging, agency, and confidence. • Learn safe and respectful ways to interact with others.