DAME NELLIE MELBA
KINDERGARTEN
EST 1915

Behaviour Support Policy

Best Practice– Quality Area 5

PURPOSE

This policy provides guidelines for DNMK to:

- encourage children to achieve success
- develop positive self-esteem
- reduce challenging behaviours and
- provide a safe and healthy work environment.

POLICY STATEMENT

VALUES

DNMK is committed to:

- providing each child with positive guidance and encouragement toward developmentally appropriate behaviour
- encouraging children to express themselves and their opinions
- children undertaking experiences that develop self-reliance and self-esteem
- maintaining the dignity, agency and rights of each child at the service
- considering the diversity of children at the service, including family and cultural values, age, gender, and the physical and intellectual development and abilities of each child
- encouraging positive, respectful and warm relationships between children, families and educators/staff at the service
- the health, safety and wellbeing of each child and staff, and providing a safe, secure and welcoming environment.

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 DNMK, 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					
Developing and implementing the *Behaviour Support Policy* in consultation with stakeholders, and ensuring that it reflects the philosophy, beliefs and values of the service	√	√	Ö		

© 2025 DNMK

Ensuring that all staff are aware of the service's expectations for positive, respectful, and appropriate behaviour, including acceptable responses and fostering warm, trusting, and reciprocal interactions when working with children and families *(refer to Code of Conduct and Interactions with Children Policy)*	√	√	√	√	√
Ensuring children are adequately supervised *(refer to Definitions)* and that educator-to-child ratios are maintained at all times *(refer to Supervision of Children Policy)*	R	R	√		√
Ensuring the environment at the service is safe, secure, free from any hazards *(National Law: Section 167)* *(refer to Child Safe Environment Policy, Occupational Health and Safety Policy and Supervision of Children Policy)* and promotes active participation of every child	R	√	√		√
Developing and implementing educational programs that are delivered in accordance with an approved learning framework *(refer to Definitions)*, are based on the developmental needs, interests and experiences of each child, and take into account the individual differences and strengths of each child *(refer to Educational Program and Inclusion and Equity Policy)*	R	R	√		√
Implementing planned and spontaneous discussions about emotions, feelings and issues of inclusion and exclusion, fair and unfair behaviour, bias and prejudice		√	√		√
Maintaining the dignity and rights of each child at all times	√	√	√	√	√
Ensuring that no child is subjected to any form of corporal punishment or discipline that is unreasonable in the circumstances *(National Law: Section 166)*	R	R	R		R
Ensuring that frightening methods of control *(refer to Definitions)* and discipline are not used (e.g. timeout)	R	R	R		R
Ensuring the behaviour guidance is not to be associated with food (never is a child or infant to be 'force fed', or refused food as a form of discipline), rest, toilet training or isolation	R	R	R		R
Applying a trauma informed lens when supporting children to self-regulate and manage behaviours		√	√		√
Providing each child with positive guidance and encouragement toward acceptable behaviour and encourage children to express themselves and their opinions		√	√		√
Modelling respectful behaviour and providing supportive language to enable children to vocalise their concerns		√	√	Ö	√
Talking with children about the consequences of their actions		√	√		√
Planning and implementing strategies to support individual children's behaviour		√	√		√

© 2025 DNMK

Discussing with and supporting children to identify their feelings, and providing a safe place for them to explore and build strategies to calm the body and mind		√	√		√
Listening empathetically to children when they express their emotions, acknowledging their feelings and reassuring children that it is normal to experience positive and negative emotions at times		√	√		√
Supporting children to negotiate their rights in relation to the rights of others and intervening sensitively when children have trouble resolving a disagreement		√	√		√
Assisting children to understand that others may not always want to engage in play with them		√	√		√
Pre-empting potential conflicts or challenging behaviours by monitoring children's play and supporting interactions		√	√		√
Using knowledge of individual children's personalities and friendship preferences to support children to manage their emotions and behaviour, and develop an understanding of the feelings and needs of others		√	√		√
Supporting children to negotiate and share ownership of responsible and respectful behaviours, and work with families and other professionals to appropriately support each child's emotional and social learning		√	√		√
Working with each child's family and, where applicable, other support services, to ensure an inclusive and consistent approach is used to support all children to regulate their behaviour and communicate effectively		√	√	√	√
Managing situations in which families have different views and expectations compared to those of the service about guiding children's behaviour		√	√	√	√
Managing situations in which a child may benefit from more support in managing their behaviour *(refer to Attachment 1)*		√	√		√
Collaborating with other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties		√	√	Ö	√
Documenting communication with families that shows their views, ideas and preferences have been considered when planning appropriate strategies to support their child's positive inclusion in the program		√	√	√	√
Ensuring that there is a behaviour guidance plan *(refer to Definitions and Attachment 1)* developed for a child if educators are concerned that the child's behaviour may put the child, other children, educators/staff and/or others at risk		√	√		√
Developing individual behaviour guidance plans *(refer to Definitions and Attachment 1)* for children, including evidence of consultation with their families and if appropriate, input		√	√	√	√

© 2025 DNMK

and suggestions from other professionals and support agencies					
Developing links with and referral pathways to services and to support children experiencing social, emotional and behavioural difficulties and their families	√	√	√		√
Ensuring that parents/guardians and program support groups *(refer to Definitions)* (as appropriate) are consulted if an individual behaviour guidance plan *(refer to Definitions)* has not resolved the challenging behaviour	√	√	√	√	
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 *(refer to Definitions)* cannot be developed	R	√	√		
Investigating the availability of extra assistance, such as Kindergarten Inclusion Support *(refer to Definitions)* or training, by contacting the regional Preschool Field Officer *(refer to Definitions)*, specialist children's services officers from DE or other agencies working with the child Funded Kindergarten specific	R	√	√		
Ensuring that additional resources are sourced, if required, to implement a behaviour guidance plan *(refer to Definitions)*	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	√	√			
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)				√	
Building and maintaining a workplace environment and culture that is committed to being free from behaviour aggression *(refer to Definitions)*	R	√	√		√
Providing and promoting a safe work environment where staff members are not exposed to hazards and can work without risk of injury or harm including behaviour aggression *(refer to Definition)*	R	R			
Identifying, assessing, and controlling environmental risks in each workplace to reduce the potential for harm to staff members, including behaviour aggression *(refer to Definition)* *(refer to Occupational Violence and Aggression Policy)*	R	R			
Promoting a no tolerance approach to any form of harm, including behaviour aggression *(refer to Definition)* against staff members	R	√			

© 2025 DNMK

Providing training programs specific to the needs of staff, relative to the degree of risk faced within the working environment	R	√			
Supporting staff members to actively report all incidents and hazards related to behaviour aggression *(refer to Definition)*	R	√			
Ensuring all incidents and near misses of behaviour aggression are reported via [Insert reporting system]. External reporting to WorkSafe may also be required, in the case of notifiable incidents *(refer to Definitions)*	R	√	√		√
Taking appropriate action after any incidents of behaviour aggression, in terms of support, counselling and follow-up	R	√			
Maintaining confidentiality *(refer to Privacy and Confidentiality Policy)*	R	√	√	√	√

BACKGROUND AND LEGISLATION

BACKGROUND

From infancy, children embark on a journey to comprehend the workings of the social world, involving the intricate process of exploring and managing emotions, behaviour, rights, and responsibilities. Educators, through positive and respectful daily interactions, contribute significantly to supporting children in regulating their behaviour. These interactions serve as a foundation for instilling a sense of interdependence and nurturing considerate citizenship in children. As a result, children acquire the confidence and skills needed to autonomously manage their behaviour, make decisions, and foster positive and effective relationships with others.

Challenging behaviours in children may stem from age-appropriate actions, attempting to meet needs, or expressing unmet desires. Environmental factors play a role, and supportive conditions contribute to children's well-being. Positive adult role models help children learn socially acceptable behaviour, and support is crucial for children to express needs appropriately. A positive learning environment minimises challenging behaviours.

To guide children in learning self-regulation, it is imperative for educators to recognise that these skills evolve gradually and exist on a continuum. The application of these developing skills in children can vary based on factors such as mood, health, family circumstances, and challenging situations they encounter.

The approved provider has a duty under the *Occupational Health and Safety Act 2004* to eliminate risks to health and safety of workers and other persons so far as is reasonably practicable. If it is not reasonably practicable to eliminate risks, they must be minimised so far as is reasonably practicable. This means approved providers must do all that they reasonably can to manage the risk of behaviour aggression *(refer to Definitions)* occurring at the workplace.

Behaviour aggression *(refer to Definitions)* can have significant short- and long- term impacts on a person's physical and psychological (mental) health. It's not just violent incidents like physical assault which can cause harm - being exposed to lower level but frequent forms of aggression, like yelling, name calling and challenging behaviours, can also have a lasting effect on a person's health.

© 2025 DNMK

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- 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
- Occupational Health and Safety Act 2004
- Occupational Health and Safety Regulations 2017

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 Attachment 3

Behaviour Aggression: involves incidents in which a staff member is physical or verbally abused or assaulted by a child in their care. This definition covers a broad range of actions and behaviours that can create a risk to the health and safety of employees and other persons in the workplace.

Examples of behaviour aggression can include, but not limited to:

- biting, spitting, scratching, hitting, kicking, choking
- pushing, shoving, tripping, grabbing, slapping
- screaming, punching, swearing
- throwing objects.

Behaviour guidance: a means of assisting children in 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:

- infringing on the rights of others
- disrupting others or causing disputes between children
- causing 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 chid 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.

© 2025 DNMK

Sourced from Early Learning Association Australia

Frightening methods of control: Disciplinary or authoritative techniques that instil fear, intimidation, or distress in individuals as a means of regulating their behaviour or actions. These methods often rely on threats, aggression, coercion, or the imposition of negative consequences that evoke fear or anxiety in the individual being controlled. Examples may include yelling, physical punishment, verbal abuse, humiliation, or any other form of coercion that induces fear or distress in order to manipulate behaviour. Such methods are generally considered harmful and ineffective in fostering healthy relationships and promoting positive behaviour development.

Inclusion Support Program (ISP): assists children with additional needs to participate in early childhood education and care (ECEC). It does this through tailored support and funding to ECEC services.

ISP supports services to:

- address barriers to inclusion
- build capacity and capability to include children with additional needs
- implement quality, inclusive and equitable practices.

The program aims to:

- provide children with additional needs the opportunity to learn and develop next to their typically developing peers
- ensure all children have genuine opportunities to access, participate and achieve positive learning outcomes. For more information visit: https://www.education.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. If a KIS funded additional assistant is allocated to the kindergarten as the result of a KIS application, they will work as a member of the team delivering a kindergarten program that is inclusive of all children in the group. The KIS funded additional assistant should not work exclusively with the child identified in the KIS package application and is above ratio requirements. Not used to meet ratio requirements.

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/guardian(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/guardian(s) chooses to use one.

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

School Readiness Funding (SRF): Integrated within the Victorian kindergarten funding structure, SRF allocates resources to various programs and assistance measures aimed at bolstering the capabilities of services, educators, and families in fostering children's learning and development. Designed to provide supplementary support for kindergarten services, SRF endeavours to enrich kindergarten programs and offer tailored assistance to children, particularly those facing educational disadvantage, ensuring they start school developmentally on track. Educational disadvantage describes the challenges faced by children due to economic,

© 2025 DNMK

cultural or social circumstances that limits their access to, or engagement with, education. Within the framework of SRF, kindergarten services are empowered to utilise allocated funds across three principal outcome domains: Communication (fostering language development), Wellbeing (enhancing social and emotional aspects), and Access and Inclusion.

SOURCES AND RELATED POLICIES

SOURCES

- Australian Children's Education and Care Quality Authority - Planning and Strategies to Promote Positive Behaviour (Babies - 5 years): www.acecqa.gov.au
- Australian Children's Education and Care Quality Authority: Supporting children to regulate their own behaviour: www.acecqa.gov.au
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia: www.acecqa.gov.au
- Child Safe Standards: www.ccyp.vic.gov.au
- Department of Education - Supporting children's behaviour in early childhood services: www.vic.gov.au
- Early Childhood Australia Code of Ethics: www.earlychildhoodaustralia.org.au
- Emerging Minds - Supporting children in families with complex needs: Nine tips for practitioners who feel out of their depth: www.emergingminds.com.au
- Guide to the National Quality Framework, ACECQA: www.acecqa.gov.au
- Inclusion Support Program: www.dese.gov.au
- The Kindergarten Funding Guide: 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): ww.viac.com.au

RELATED POLICIES

- Child Safe Environment and Wellbeing
- Code of Conduct
- Compliments and Complaints
- Educational Program
- Inclusion and Equity
- Interactions with Children
- Occupational Health and Safety
- Occupational Violence and Aggression
- Privacy and Confidentiality
- Staff Grievances and Dispute Resolutions
- 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

© 2025 DNMK

- 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: Behaviour Support Plan Template
- Attachment 2: Behaviour Information Gathering

AUTHORISATION

This policy was adopted by the approved provider of DNMK on April 25

REVIEW DATE: 2028

© 2025 DNMK

ATTACHMENT 1. BEHAVIOUR SUPPORT PLAN TEMPLATE

Behaviour Support Plan			
Name of Child			
Date of Birth			
Age			
Start date of plan		End date of plan/ongoing	
Responsibility for implementing plan			
Names			Date and Sign
Staff:			
Family:			
Support service staff:			
Child's Background			
Child's strengths			
Child's current interests			
Behaviour of concern			
Known warning signs/triggers of impending behaviour			

© 2025 DNMK

Alternative behaviours – short term goals
Long Term goals
Preventative strategies and techniques
Response and management during challenging behaviour
Review Date
Notes and progress

© 2025 DNMK

© 2025 DNMK

ATTACHMENT 2: BEHAVIOUR INFORMATION GATHERING

Behaviour Information Gathering	
Name of Child:	
Date of Birth:	
Days of Attendance:	
Date:	
Educators name completing the form:	

Observation of the behaviour
Situation leading to the behaviour being displayed/triggers
Strategies that worked
Reflection

© 2025 DNMK

Attachment 3: General Policy Definitions

Term	Definition
ACECQA – Australian Children's Education and Care Quality Authority	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children.
Additional needs	The term used for children who require or will benefit from specific considerations or adaptations and who: • are Aboriginal or Torres Strait Islander • are recent arrivals in Australia • have culturally and linguistically diverse backgrounds • live in isolated geographic locations • are experiencing difficult family circumstances or stress • are at risk of abuse or neglect • are experiencing language and communication difficulties • have a diagnosed disability—physical, sensory, intellectual or autism spectrum disorder • have a medical or health condition • demonstrate challenging behaviours and behavioural or psychological disorders • have developmental delays • have learning difficulties • are gifted or have special talents • have other extra support needs. It is important to note that: • additional needs arise from different causes, and that causes require different responses • any child may have additional needs from time to time. Adapted from the Guide to the National Quality Framework, 2020.
Adequate supervision	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

© 2025 DNMK

Term	Definition
	• experience, knowledge and skill of each educator • need for educators to move between areas (effective communication strategies).
Approved first aid qualification	A list of approved first aid qualifications, anaphylaxis management and emergency asthma management training are published on the ACECQA website: www.acecqa.gov.au
Approved provider	The approved provider is the legal entity that is approved to operate an education and care service and is legally responsible for managing the service and holds a provider approval (National Law). A provider approval authorises a person or organisation to apply for one or more service approvals and is valid in all jurisdictions.
Attendance record	Kept by the service to record details of each child attending the service including name, time of arrival and departure, signature of person delivering and collecting the child or of the nominated supervisor or educator *(National Regulation 158(1))*.
Authorised officer	A person authorised to be an authorised officer under Part 9 (National Law). Authorised officers are appointed by the regulatory authority under the provisions of the National Law to carry out the functions of monitoring, assessing and rating licensed approved education and care services in their jurisdiction.
Authorised person	An authorised person means a person who belongs to one of the below groups: • a person who holds a current working with children check or working with children card; or • a parent or family member of a child who is being educated and cared for by the education and care service or the family day care educator; or • an authorised nominee of a parent or family member of a child who is being educated and cared for by the education and care service or the family day care educator; or • in the case of an emergency, medical personnel or emergency service personnel • a person who is permitted under the working with children law of a jurisdiction to remain at the education and care service premises without • holding a working with children check or a working with children card (National Law).
Authorised nominee	A person who has been given written authority by the parent/guardian of a child to collect that child from the education and care service. These details will be on the child's enrolment form. The National Law and National Regulations do not specify a minimum age limit for an authorised nominee. Each service will need to determine if a person under the age of 18 is able to be an authorised nominee and, if so, what constitutes the minimum acceptable age at that service.
Children	Refers to each baby, toddler, three- to five-year-old and school age child and means children as individuals and as members of a group in the education and care setting, unless otherwise stated. It is inclusive of children from all social, cultural and linguistic backgrounds and of their learning styles, abilities, disabilities, gender, family circumstances and geographic locations (adapted from the Early Years Learning Framework, p. 45).

© 2025 DNMK

Term	Definition
Communication plan	A written plan that forms part of the policy outlining how the service will communicate with parents/guardians and staff in relation to the policy. The communication plan also describes how parents/guardians and staff will be informed about risk minimisation plans and emergency procedures to be followed when a child diagnosed as at risk of anaphylaxis is enrolled at a service.
Culture	The values and traditions of groups of people that are passed from one generation to another.
Culturally and linguistically diverse (CALD)	Refers to individuals and groups who are from diverse racial, religious, linguistic and/or ethnic backgrounds.
Curriculum	All interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development (Early Years Learning Framework; adapted from Te Whariki).
Department of Education	A government department in Victoria, responsible for: • granting approvals, including provider approval and service approvals • assessing and rating services against the National Quality Standard • working with ACECQA to promote continuous quality improvement and educating the sector and community about the National Quality Framework.
Diversity	Refers to all characteristics that make individuals different from one another, including race, religion, language, ethnicity, beliefs, age, gender, sexual orientation, level of ability, additional needs, socioeconomic status, educational attainment, personality, marital and/or parental status, family structure, lifestyle and general life/work experience.
Duty of care	A common law concept that refers to your responsibility to adequately protect children in your care from harm. It applies to all staff members within any Victorian early childhood service, and it is usually expressed as a duty to take reasonable steps to protect children from injury that is reasonably foreseeable.
Each child	As defined in the *Guide to the National Quality Framework*, a phrase used in the *National Quality Standard* when an individualised approach is warranted, and educators are required to modify their response to meet the needs of an individual child. An example is 'each child's current knowledge, ideas, culture and interests provide the foundation for the program'.
Early childhood teacher (ECT)	A person with an approved early childhood teaching qualification as listed on the ACECQA website: www.acecqa.gov.au
Education and care service	Any service providing or intended to provide education and care on a regular basis to children under 13 years of age (National Law). See Section 5 of the National Law for services that are excluded from this definition.
Educational leader	The approved provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, coordinator or other individual to lead the development and implementation of education programs at the service *(National Regulation 118)*. This person must have a thorough understanding of the Early Years Learning Framework (or other approved learning framework), be able to guide other educators in their planning and reflection, and mentor colleagues in their implementation practices.
Educational program	A program that *(National Law: Section 168)*:

© 2025 DNMK

Term	Definition
	• is based on an approved learning framework; and • is delivered in a manner that accords with the approved learning framework; and • is based on the developmental needs, interests and experiences of each child; and • is designed to take into account the individual differences of each child
Educator	An individual who is qualified to provide education and care for children as part of an education and care service.
Enrolment record	Contains information on each child, as required under legislation, including contact details; names of authorised nominees; names of persons authorised to consent to medical treatment or to authorise administration of medication; names of persons authorised to take the child outside the service; details of any court orders; personal and health information including specific healthcare needs, medical management plans and dietary restrictions etc.
Emergency	In relation to an education and care service, includes an incident, situation or event where there is an imminent or severe risk to the health, safety and wellbeing of a person at the education and care service premises e.g. flood, fire, a situation that requires the service to be shut down.
Excursion	An outing organised by an education and care service where the child or children leave the education and care service premises in the company of an educator.
Families	The term families used within PolicyWorks is defined as a group of people who are connected by love, support, and commitment to each other, regardless of their biological or legal ties. The National Law defines families as (a) a parent, grandparent, brother, sister, uncle, aunt, or cousin of the child, whether of the whole blood or half-blood and whether that relationship arises by marriage (including a de facto relationship) or by adoption or otherwise; or (b) a relative of the child according to Aboriginal or Torres Strait Islander tradition; or (c) a person with whom the child resides in a family-like relationship; or (d) a person who is recognised in the child's community as having a familial role in respect of the child
Governance	Refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy. Good governance requires effective management systems and clearly delineated roles and responsibilities to support the effective operation of a quality service.
Guardian	In relation to a child, means the legal guardian of the child *(National Law definition pg. 20)*. Legal guardians have custody of the children and the authority to make decisions concerning the child(ren)'s protection, education, care, etc. Legal guardianship is assigned by a court, such as the family court, according to state laws
In attendance at a centre-based service	An early childhood teacher or suitably qualified person is in attendance at a centre-based service if the teacher or qualified person *(National Regulations 118)*:

© 2025 DNMK

Term	Definition
	(a) is physically present at the service; and (b) carries out education and care activities at the service including one or more of the following: • working directly with children; • planning programs; • mentoring, coaching or supporting educators; • facilitating education and care research; • performing the role of educational leader of the service referred to in
Incident, Injury, Trauma and Illness Record:	Contains details of any incident, injury, trauma or illness that occurs while the child is being educated and cared for by the service. Any incident, injury, trauma or illness must be recorded as soon as is practicable but not later than 24 hours after the occurrence. Details required include the: • name and age of the child • circumstances leading to the incident, injury, trauma or illness (including any symptoms) • time and date • details of action taken by the service including any medication administered, first aid provided or medical personnel contacted • details of any witnesses • names of any person the service notified or attempted to notify, and the time and date of this • signature of the person making the entry, and time and date of this. These details need to be kept for the period of time specified in *National Regulation 183*.
Kindergarten Funding Guide	Provides detailed information from the Department of Education and Training (DET) about the types of kindergarten funding available, eligibility criteria, how to apply for funding and how to comply with operational requirements once funding has been granted.
Learning	A natural process of exploration that children engage in from birth, as they expand their intellectual, physical, social, emotional and creative capacities. Early learning is closely linked to early development.
Medication	Medicine within the meaning of the Therapeutic Goods Act 1989 (Cth). Medicine includes prescription, over-the-counter and complementary medicines. All therapeutic goods in Australia are listed on the Australian Register of Therapeutic Goods, available on the Therapeutic Goods Administration website (tga.gov.au).
Medical attention	Includes a visit to a registered medical practitioner or attendance at a hospital.
Medical emergency	An injury or illness that is acute and poses an immediate risk to a person's life or long-term health.
Medical management plans	A medical management plan must be in place for every child enrolled who has a diagnosed health care need, allergy or relevant medical condition, and kept with the child's enrolment record. It must be followed at all times. The child's medical practitioner must prepare the plan, and the parent must then provide it to the service. It should include:

© 2025 DNMK

Term	Definition
	• details of the diagnosed health care need, allergy or relevant medical condition including the severity of the condition • any current medication prescribed for the child • the response required from the service in relation to the emergence of symptoms • any medication required to be administered in an emergency • the response required if the child does not respond to initial treatment • when to call an ambulance for assistance.
Medication record	Contains details for each child to whom medication is to be administered by the service. This includes the child's name, signed authorisation to administer medication and a record of the medication administered including time, date, dosage, manner of administration, name and signature of person administering the medication and of the person checking the medication, if required *(Regulation 92)*. A sample medication record is available on the ACECQA website.
National Law	Unless otherwise specified, the *Education and Care Services National Law Act 2010*. This applied law system sets a national standard for children's education and care across Australia.
National Quality Agenda IT System	A web-based information system to assist state and territory regulatory authorities and ACECQA to manage the approval, monitoring and quality assessment of children's education and care services. The system also enables services, providers and educators to submit application and notification forms online to regulatory authorities and ACECQA.
National Quality Framework (NQF)	This framework for the early childhood education and care sector helps providers to improve the quality of services in areas that impact on a child's development. The framework includes: • a National Law – the *Education and Care Services National Law Act 2010 National Regulations – the Education and Care Services National Regulations 2011* (please check online to ensure the most current version is being used) the National Quality Standard • an assessment and rating system • a Regulatory Authority in each state and territory with primary responsibility for the approval, monitoring and quality assessment of services in their jurisdiction in accordance with the national legislative framework and in relation to the National Quality Standard • the Australian Children's Education and Care Quality Authority (ACECQA). The national body responsible for providing oversight of the system and ensuring consistency of approach.
National Quality Standard (NQS)	The NQS sets a National benchmark for the quality of children's education and care services. The NQS is comprised of guiding principles, quality areas, standards, and elements. There are seven quality areas which capture aspects critical to the provision of quality education and care.
National Regulations	*The Education and Care Services National Regulations 2011:* the regulations or rules under which education and care services must operate. The regulations are the way in which the law is applied.
Nominated supervisor	A person who has been nominated by the approved provider of the service under Part 3 of the Act can be the nominated supervisor. All services must have a nominated supervisor with responsibility for the service in accordance with the *National*

© 2025 DNMK

Term	Definition
	Regulations. The approved provider must take reasonable steps to ensure the nominated supervisor is a fit and proper person with suitable skills, qualifications and experience. The Regulatory Authority must be notified if the nominated supervisor for the service changes or is no longer employed at the service within 14 days.
Notifiable incident	An incident involving workplace health and safety that is required by law to be reported to WorkSafe Victoria. Notification is required for incidents that result in death or serious injury/illness, or dangerous occurrences. For a complete list of incidents that must be reported to WorkSafe Victoria, refer to the Guide to Incident Notification on the WorkSafe Victoria website. This website also contains online reporting forms: www.worksafe.vic.gov.au
Notifiable complaints	A complaint alleging that a serious incident has occurred while the child is educated and cared for or complaints alleging that the Law has been contravened *(National Law: Section 174(2)(b))*. Any complaint of this nature must be reported by the approved provider to DET *(refer to Definition)* within 24 hours of the complaint being made. The approved provider to notify DET *(refer to Definition)* within the specified timeframes below *(National Law: Section 174(2) (b), National Regulation 176(2) (b))* • serious incidents *(refer to Definition)* in writing within 24 hours of the incident or the time the person becomes aware of the incident • any circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child or children attending the service - Within 7 days of the relevant event or within 7 days of the approved provider becoming aware of the relevant information • any incident where the approved provider reasonably believes that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the service - Within 7 days of the relevant event or within 7 days of the approved provider becoming aware of the relevant information. • any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the service. In addition, approved providers must take reasonable steps to ensure that these incidents and complaints are adequately addressed. Notifications should be made to the regulatory authority (DET) through the NQA IT System. If this is not practicable, the notification can be made initially in whatever way is best in the circumstances.
Parent	In relation to a child, includes: • a guardian of the child • a person who has parental responsibility for the child under a decision or order of a court (National Law).
Person in day-to-day charge	A person is in day-to-day charge of an education and care service if: • the person is placed in day-to-day charge by the approved provider or a nominated supervisor of the service; and • the person consents to the placement in writing *(National Regulations 117A (b))*. There are minimum requirements for the person in day-to-day charge *(National Regulations 117B)*.

© 2025 DNMK

Term	Definition
Person with management or control (PMC)	The persons within or outside the approved provider who are responsible for managing the delivery of the provider's service(s) or who have significant influence over the activities or delivery of the service. A PMC has the same legal responsibility for the safety, health and wellbeing of children at their service as an approved provider. A PMC is a person in an executive or management role of an approved provider entity, including: • an officer of a body corporate (within the meaning of the Corporations Act 2001 of the Commonwealth) • each member of the management committee of an association • each partner of a partnership • a person in a management position of the business, with the authority or responsibility for, or significant influence over, decisions affecting the delivery of children's education and care (such as a state/territory or area manager). A nominated supervisor, person in day-to-day charge of a service, or a person who holds other operational management roles in a service (such as a centre manager) would not meet the PMC definition. People holding these roles will only meet the PMC definition if they also participate in executive or financial decision-making or have authority or responsibility for, or significant influence over, the planning, direction or control of the activities or the delivery of the education and care service.
Policy	A formal statement of principles which provides a framework for decision-making and indicates the course of action to be taken in specific circumstances. Policies provide services with an approved way of operating in relation to particular matters and improve the management of risk. They reflect the values and beliefs of a service, current thinking, national standards and community expectations, and are relevant in terms of current laws and regulations.
Procedures	The steps required to implement and comply with a policy. Procedures specify how to achieve the necessary result by outlining who does what and when. Procedures are succinct, factual and to the point, and are generally expressed as a list.
Program	See Educational curriculum
Regular outing	In relation to an education and care service, means a walk, drive or trip to and from a destination: (a) that the service visits regularly as part of its educational program; and (b) where the circumstances relevant to the risk assessment are the same on each outing.
Responsible person	The responsible person is an individual who is physically present and is responsible for the operation of a centre-based service for an agreed period of time. A responsible person must be present at all times that the approved service operates *(National Law: Section 162 (c))* and can be: • the approved provider or a person with management or control of the service; • a nominated supervisor of the service; or • a person placed in day-to-day charge
Regular transportation	In relation to an education and care service, means the transportation by the service or arranged by the service (other than as part of an excursion) of a child being

© 2025 DNMK

Sourced from Early Learning Association Australia

Term	Definition
	educated and cared for by the service, where the circumstances relevant to a risk assessment are the same for each occasion on which the child is transported.
Reportable incidences	Under the *Occupational Health and Safety Act 2004* (OHS Act), employers and self-employed persons must notify WorkSafe immediately after becoming aware an incident has occurred, including those resulting in: • death • a person needing medical treatment within 48 hours of being exposed to a substance • a person needing immediate treatment as an in-patient at a hospital • a person needing immediate medical treatment for one of the following injuries: amputation, serious head injury or serious eye injury, removal of skin (example: de-gloving/ scalping) electric shock, spinal injury, loss of a bodily function, serious lacerations (example: requiring stitching or other medical treatment). Incidents must be reported if they expose a person in the immediate vicinity to an immediate risk to the person's health and safety involving: • registered or licensed plant collapsing, overturning, falling or malfunctioning • collapse or failure of an excavation, or shoring supporting an excavation • collapse of a building structure (or partial collapse) • implosion, explosion, or fire • escape, spillage or leakage of any substance • plant or objects falling from high places.
Risk assessment	A systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking and determining suitable mitigations.
Risk minimisation	The practice of developing and implementing a range of strategies to reduce hazards, for example, for a child at risk of anaphylaxis, by removing, as far as is practicable, major allergen sources from the service.
Risk minimisation plan	A service-specific plan that documents a child's allergy, practical strategies to minimise risk of exposure to allergens at the service and details of the person/s responsible for implementing these strategies. A risk minimisation plan should be developed by the approved provider/nominated supervisor in consultation with the parents/guardians of the child at risk of anaphylaxis and service staff. The plan should be developed upon a child's enrolment or initial diagnosis, and reviewed at least annually and always on re-enrolment

Serious incident	You must notify the DET within 24 hours of becoming aware of a serious incident *(Section 174(2)(a) and Regulation 176(2)(a)*
	
	A serious incident *(National Regulation 12)* is defined as any of the following:
	
	• the death of a child while being educated and cared for at the service or following an incident while being educated and cared for by the service
	• any incident involving serious injury or trauma to a child while the child is being educated and cared for, which:
	  ○ a reasonable person would consider required urgent medical attention from a registered medical practitioner; or
	  ○ the child attended or ought reasonably to have attended a hospital e.g. a broken limb*

© 2025 DNMK

Term	Definition
	○ any incident involving serious illness of a child while that child is being educated and cared for by a service for which the child attended, or ought reasonably to have attended, a hospital e.g. severe asthma attack, seizure or anaphylaxis NOTE: In some cases (for example rural and remote locations) a General Practitioner conducts consultation from the hospital site. Only treatment related to serious injury, illness or trauma is required to be notified, not other health matters. • any emergency for which emergency services attended NOTE: This means an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person at an education and care service. It does not mean an incident where emergency services attended as a precaution. • a child appears to be missing or cannot be accounted for at the service • a child appears to have been taken or removed from the service in a manner that contravenes the National Regulations • a child was mistakenly locked in or out of the service premises or any part of the premises. Examples of serious incidents include amputation (e.g. removal of fingers), anaphylactic reaction requiring hospitalisation, asthma requiring hospitalisation, broken bone/fractures, bronchiolitis, burns, diarrhoea requiring hospitalisation, epileptic seizures, head injuries, measles, meningococcal infection, sexual assault, witnessing violence or a frightening event. If the approved provider is not aware that the incident was serious until sometime after the incident, they must notify the regulatory authority within 24 hours of becoming aware that the incident was serious. Notifications of serious incidents should be made to the regulatory authority (DET) *(refer to Definition)* through the NQA IT System. If this is not practicable, the notification can be made initially in whatever way is best in the circumstances.
Staff	In relation to an education and care service, means any individual (other than a nominated supervisor or a volunteer) employed, appointed or engaged to work in or as part of an education and care service, whether as a family day care coordinator, educator or otherwise *(National Law definition)*.
Staff record	A record which the approved provider of a centre-based service must keep containing information about the nominated supervisor, staff, volunteers and students at a service, as set out under *Division 9 of the National Regulations*. Staff records must be kept by the service and include details of the nominated supervisors, the educational leader, other staff members, volunteers and the responsible person. The record must include information about qualifications, training and details of the Working with Children Check *(National Regulations 146–149).* A sample staff record is available on the ACECQA website*: www.acecqa.gov.au*
Transportation	Transportation forms part of an education and care service if the service remains responsible for children during the period of transportation. The responsibility for, and duty of care owed to, children applies in scenarios where services are transporting children, or have arranged for the transportation of children, between an

© 2025 DNMK

Term	Definition
	education and care service premises and another location, for example their home, school, or a place of excursion. Examples of transport not forming part of a service include: • private transport provided by families and carers (i.e. carers not engaged by/registered with a service) • transport provided and/or arranged by an entity other than the approved provider, e.g. a school bus, and where the children are not under the care of the approved provider • transport where the approved provider is providing the transport service in a capacity other than as the approved provider, e.g. a government department that provides an education and care service, provides school education, and provides a school bus to school students, on which the children who attend the service also • travel for practical reasons (such as in a remote or rural location) • when a disability service picks up children and transports them to school or an activity.
Victorian Institute of Teaching (VIT)	The statutory authority for the regulation and promotion of the teaching profession in Victoria, established as part of the *Victorian Institute of Teaching Act 2001*. All early childhood teachers are required to be registered with the Victorian Institute of Teaching.
Vulnerability	The condition or state of being susceptible to various risks and challenges that may negatively impact children, families, and the broader community. It involves factors that can hinder optimal development, well-being, and equitable access to quality early childhood education and care. Vulnerability can manifest in different forms and may be influenced by various factors, including but not limited to socioeconomic status, cultural background, family dynamics, geographic location, disability or additional needs, and family circumstances.
Working directly with children	Working directly with children is defined as being physically present with children and directly engaged in providing them with education and/or care.
Working with Children (WWC) Check	The check is a legal requirement under the *Worker Screening Act 2020* for those undertaking paid or voluntary child-related work in Victoria. The Department of Justice assesses a person's suitability to work with children by examining relevant serious sexual, physical and drug offences in a person's national criminal history and, where appropriate, their professional history.
Working with Children (WWC) Clearance	A WWC Clearance is granted to a person under Worker Screening legislation if: • they have been assessed as suitable to work with children • there has been no information that, if the person worked with children, they would pose a risk to those children • they are not prohibited from attempting to obtain, undertake or remain in child-related employment.

© 2025 DNMK

Sourced from Early Learning Association Australia