

1. Purpose

The purpose of this procedure is to guide Affinity Education Group (Affinity)'s approach to supporting children's behaviour in ways that promote safety, inclusion and high-quality learning environments. It outlines the practices and expectations that ensure children's safety and wellbeing are upheld while fostering positive relationships, emotional development and collaborative partnerships with families.

This procedure supports Affinity's responsibilities under the Education and Care Services National Law and Regulations by setting clear expectations for supporting children's behaviour in safe, respectful and developmentally appropriate ways across all services.

2. Scope

This procedure applies to all staff, students, volunteers, contractors, families and visitors engaged with any Affinity service, centre, program and business operation when guiding, supporting or responding to children's behaviour.

This procedure must be read together with the following policy, procedure and processes:

- [POL5-P1 Interactions with Children Procedure](#) – when guiding, responding to or supporting children's behaviour, to ensure all behaviour-support responses are delivered through respectful, safe and appropriate interactions and educator conduct.
- [ProMapp process 3.6.09 Provide Behavioural Support](#) – when implementing and documenting practical behaviour-support actions, including the use of agreed strategies and supports to respond to behavioural needs.

3. Definitions

The following definitions apply to this procedure and may also be used across other Affinity procedures where behaviour support, escalation, risk management or enrolment decisions are referenced.

Term	Definition
Behaviour-support strategies	Planned, positive, and developmentally appropriate approaches used to support children's behaviour, emotional regulation, and wellbeing. These strategies are strengths-based, responsive, and aligned with Affinity's positive guidance approach and interactions with children.
Challenging behaviour	Behaviour displayed by a child that is ongoing, frequent, escalating, or poses a risk of physical or emotional harm to the child, other children, Educators, or the service environment, and requires additional support beyond usual positive behaviour-guidance strategies.
Collaborative Support Plan (CSP)	A structured behaviour-support plan developed with families to respond to identified behavioural concerns. A CSP outlines agreed strategies, roles and supports, and is implemented, monitored and reviewed within defined timeframes as part of the Partnership Plan.
Partnership Plan	A single, shared collection of key support plans and behaviour-related documents for a child, held in one location. It supports shared understanding, consistent practice, and collaboration between educators, families, and other professionals to support the child's wellbeing, learning, and inclusion.
Prohibited discipline practices	Discipline practices that are unsafe, punitive or unreasonable and are not permitted under the Education and Care Services National Law and Regulations. This includes physical punishment, emotional or verbal abuse, isolation, exclusion and withholding of basic care or needs.
Reduced attendance	A planned reduction to a child's hours and/or days of attendance, applied only when identified risks cannot be safely managed through standard support strategies alone. Reduced attendance is a safety-based measure, is not used as a disciplinary response, and must be reviewed and evaluated in line with organisational procedures.
Termination of enrolment	The formal end of a child's enrolment, approved in line with organisational procedures, when ongoing attendance cannot be safely or appropriately supported. Termination of enrolment is a last-resort decision and is not a punitive response.

4. Guiding principles

At Affinity, we believe that child safety is everyone's responsibility. We are committed to upholding the safety, rights and wellbeing of all children and promote a culture of child safety with a zero-tolerance approach to child abuse and harm.

Affinity ensures the Paramountcy Principle is applied in all aspects of our work. All decisions and actions related to the operation and delivery of education and care services must prioritise children's safety, rights and best interests above all other considerations.

The following principles guide how Affinity approaches supporting children's behaviour:

- **Respectful and responsive relationships** – Strong, respectful and responsive relationships help children feel safe, confident and supported to manage their behaviour and emotions.
- **Positive and consistent guidance** – Children develop social skills and resilience over time. Educators support this through consistent, positive and age-appropriate guidance.
- **Evidence-informed practice** – Educators use evidence-informed approaches, including the Lifelong Learning Curriculum, to support children's learning and behaviour.
- **Understanding the whole child** – Children's behaviour is influenced by their development, experiences, relationships and environment. Educators take time to understand these factors when responding to behaviour.

Accountable (Owner)	Chief People Officer	Accountable (Expert)	National Education Manager
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- **Behaviour as communication** – Children use behaviour to communicate their needs. Educators respond calmly, patiently and with care to support understanding and learning.
- **Partnerships with families** – Educators work in partnership with families to support consistent approaches to behaviour between home and the service.
- **Safety and wellbeing** – the safety and wellbeing of children, educators, families and visitors are Affinity's highest priority.

4.1. Primary caregiving and relationship-based practice

This procedure is informed by a primary caregiving and relationship-based approach, which demonstrates how the guiding principles are applied in everyday practice.

This approach recognises that secure, consistent and nurturing relationships support children's wellbeing, emotional regulation, empathy and confidence to explore. Educators build trusting relationships with children and families, respond warmly and respectfully to children's cues and emotions, and provide reassurance and emotional support during times of stress.

Through responsive interactions and meaningful engagement, Educators support children's sense of agency, belonging and safety, acting as a secure base from which children can confidently learn, explore and develop.

4.2. Creating supportive environments for self-regulation

This procedure is informed by an approach that focuses on creating supportive environments for self-regulation, which demonstrates how the guiding principles are applied in everyday practice.

Supportive learning environments, programs and routines play a key role in promoting emotional regulation, engagement and pro-social behaviour. Well-designed environments reduce behavioural stressors and help children feel calm, confident and capable of managing their emotions.

In practice, Educators create positive, predictable and flexible environments that support children's wellbeing. This includes thoughtful use of space, calm transitions, unhurried routines and opportunities for sustained child-led play. Educators also consider factors such as layout, noise levels, access to resources and children's feedback when reviewing environments, ensuring spaces support regulation, inclusion and a sense of belonging.

4.3. Positive interaction practices

This procedure is informed by positive interaction practices, which guide how the guiding principles are applied in everyday practice. Positive interaction practices support children's dignity, rights and cultural identity, and help children develop emotional understanding and pro-social behaviour. Educators respond to children in calm, respectful and strengths-based ways that build trust and promote positive relationships.

In practice, Educators use encouraging language, acknowledge and support children's emotions, and promote fairness, empathy and problem-solving. Interactions are adapted to each child's developmental level, temperament and cultural context, and avoid negative responses such as shaming, labelling or humiliation, ensuring children feel valued, respected and safe.

5. Procedures

This procedure outlines the key actions required to support children's behaviour in line with the guiding principles outlined above and supported by [ProMapp process 3.6.09 – Provide Behavioural Support](#).

5.1. Responding to challenging behaviour

Ensure children's challenging behaviour is responded to in ways that are positive, supportive and appropriate to each child's age and stage of development.

This means supporting pro-social behaviour using fair, equitable and realistic expectations that reflect each child's age, stage of development and temperament. Responses focus on helping children learn self-regulation and understand expectations safely and respectfully.

Key expectations include:

- recognising behaviour as a form of communication and responding calmly and respectfully;
- using behaviour-support strategies that align with Affinity's positive guidance approach and [POL5-P1 Interactions with Children Procedure](#);
- identifying and responding to underlying needs that may influence behaviour;
- adapting expectations to match each child's individual development and capabilities; and
- promoting fairness, equity and inclusion in all behaviour-guidance responses in line with [POL6-P4 Equity and Inclusion Procedure](#).

Key actions

The key actions below outline the practical steps that must be followed:

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- Educators must:
 - respond to children's challenging behaviour in ways that are positive, supportive and developmentally appropriate;
 - documenting all incidents and challenging behaviours using [FRM 5-D7 Behaviour Incident Register](#) and [FRM2-F10 Incident Report](#);
 - communicating with families via child notes to inform families of challenging behaviours and incidents and to seek collaboration and feedback; and
 - completing the [FRM6-F27 Contributing Factors Reflection](#) to support understanding of behaviour and inform next steps.

Escalation and support

When frequent, persistent or escalating behaviour concerns are escalated to the Centre Manager/Nominated Supervisor for further planning, documentation, family collaboration or specialist support.

5.2. Monitoring initial behaviours

Ensure identified behaviours are monitored to understand patterns, triggers and changes over time.

This means Educators use planned supports, monitor patterns or changes in behaviour, and work in partnership with children and families to understand the child's needs and inform next steps.

Key expectations include:

- observing behaviour consistently across routines and environments;
- identifying patterns, triggers or changes over time;
- reviewing whether current strategies are effective for the child;
- documenting observations accurately and objectively; and
- working collaboratively with families to share insights and progress.

Key actions

The key actions below outline the practical steps that must be followed:

- Educators must:
 - observe behaviour consistently across routines and environments;
 - document all challenging behaviours and incidents using [FRM 5-D7 Behaviour Incident Register](#) and [FRM2-F10 Incident Report](#);
 - continue to complete the [FRM6-F27 Contributing Factors Reflection](#);
 - complete the [FRM6-F26 Individual Connection Record](#), in partnership with the child;
 - monitor identified behaviours over a period of 2–4 weeks to identify patterns, changes or triggers;
 - collate all behaviour-related documents and keep the documents in a single paper file in the child's room:
 - use this file regularly to support consistent practice and responses; and
 - maintain regular, open communication with families via child notes.

Escalation and support

Ensure frequent, persistent or escalating behaviour concerns are escalated to the Centre Manager/Nominated Supervisor. When required, concerns are referred for further planning, documentation, family collaboration or specialist support in line with Affinity procedures.

5.3. Developing Partnership Plans

Ensure educators and families work in partnership to support children who require more targeted behaviour guidance.

A Partnership Plan brings together key behaviour-support documents in a single location to support shared understanding, consistency and collaboration, promoting the child's wellbeing, learning and inclusion when more individualised or targeted behaviour-support strategies are required.

Documents included in a Partnership Plan may include:

- [FRM5-F1 Collaborative Support Plan \(CSP\)](#);
- Strategic Inclusion Plan (SIP); and
- external agency or allied health plans (when required).

Together, these documents inform a coordinated approach to planning, implementing and reviewing behaviour-support strategies.

Key expectations in developing, implementing and using Partnership Plans include:

- behaviour-support strategies are informed by the child's strengths, interests, behaviours of concern and possible triggers;
- families are actively involved in planning, implementation and review;
- behaviour-support strategies are applied consistently by Educators;
- the Partnership Plan is shared with and used by Educators to guide practice; and
- communication with families is open, respectful and ongoing.

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Key actions

The key actions below outline the practical steps that must be followed:

- Centre Manager/Nominated Supervisor must:
 - issue [FRM 6-F21 Behaviour Communication Letter 1](#) to formally notify families of identified behavioural concerns and invite them to participate in a meeting to develop a CSP;
- with Educators develop, implement and review a CSP by:
 - meeting with families and developing a CSP within one week of issuing [FRM 6-F21 Behaviour Communication Letter 1](#);
 - implement the agreed CSP as soon as possible following development;
 - review the CSP within 2-4 weeks of implementation to assess effectiveness and inform next steps; and
- coordinate access to external support agencies where required, including Inclusion Support Services, Strategic Inclusion Plans and allied health, in line [Promapp process 2.4.05 Manage Inclusion Support \(ISS\) Funding](#) and [Promapp process 2.4.11 Complete a Strategic Inclusion Plan \(SIP\)](#).

Escalation and support

When a child's behaviour indicates that a Partnership Plan or additional behaviour support may be required, Educators must escalate this to the Centre Manager/Nominated Supervisor.

When additional support is required, Centre Managers support Educators to seek guidance from the Education Team and, where appropriate, work in partnership with families and engage external support services. This may include Inclusion Support Services or allied health professionals.

When Educators require guidance to strengthen their knowledge and practice in behaviour guidance, refer to [ProMapp process 3.6.22 Support Educators' Response to Behaviour Guidance](#) for support and direction.

5.4. Escalating behaviour concerns

Ensure appropriate escalation and decision making occurs when a child's behaviour continues to present concern despite targeted strategies and collaborative planning.

Escalation occurs where behaviour-support strategies documented in the Partnership Plan have been implemented, reviewed and identified that:

- the child's behaviour does not demonstrate sufficient improvement; or
- family engagement is insufficient to support the consistent and safe implementation of agreed strategies.

Escalation provides additional oversight, guidance and formal decision-making to ensure the safety, wellbeing and rights of children, families and staff are prioritised. Escalation must be managed in a structured, transparent and child-focused way, with families supported respectfully and consistently throughout the process.

Key expectations include:

- behaviour-support strategies continue to be implemented unless changes are required to manage immediate safety risks;
- documentation is complete, accurate and up to date to inform escalation decisions;
- families are engaged in open, respectful and transparent communication about behaviour concerns and the escalation process;
- to access appropriate external services and supports where required;
- ensuring decisions about ongoing care are made with appropriate approval and in line with this procedure and [ProMapp process 3.6.09 – Provide Behavioural Support](#).

Key actions

The key actions below outline the practical steps that must be followed:

- Centre Manager/Nominated Supervisor must:
 - with Educators ensure agreed behaviour-support strategies continue to be implemented while concerns are being reviewed, unless changes are required to manage immediate safety risks;
 - maintain clear, complete and up-to-date records of the child's behaviour, incidents, support strategies, file notes and agreed actions;
 - raise behaviour concerns through the appropriate approval pathway, including uploading required documentation into ServiceNow to enable review, oversight and decision-making;
 - seek guidance from the service's Regional Manager and Education Team when required; and
 - communicate with families openly, respectfully and clearly about behaviour concerns, escalation steps and next actions.

5.5. Reduction of hours/days of attendance

Ensure decisions to reduce a child's hours or days of attendance are made only after other behaviour-support strategies have been implemented and reviewed, and where safety risks cannot be otherwise managed.

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A child's hours and/or days of attendance can be reduced when a child displays ongoing challenging behaviours, and either:

1. the child's family has not properly engaged in, supported the development and/or implementation of a CSP; or
2. the level of risk to the child or others, cannot be safely managed through standard behaviour-support strategies alone.

Any reduction of hours and/or days of attendance must be considered carefully, applied proportionately, and reviewed regularly.

Key expectations include:

- prioritising the safety of the child, other children, educators and the service environment;
- ensuring reductions are not used punitively and are regularly reviewed;
- continuing behaviour-support strategies during any reduced attendance period; and
- engaging families openly and respectfully throughout the process.

Key actions

The key actions below must be followed:

- the Centre Manager/Nominated Supervisor must:
 - prepare a clear recommendation regarding whether a reduction of hours or days of attendance is required and outline the proposed reduction; and
 - submit the recommendation, along with the Partnership Plan and all relevant behaviour documentation, via ServiceNow for decision.
- the Regional Manager, in consultation with the Director of Operations, makes a decision regarding the proposed reduction of hours or days of attendance;

When making this decision, the following must be reviewed:

 - the recommendation provided by the Centre Manager/Nominated Supervisor;
 - confirmation that required documentation is complete and current, including incident reporting;
 - the effectiveness of behaviour-support strategies implemented to date;
 - current and ongoing risk levels to the child, other children, educators, and the service environment;
 - the level of family engagement and collaboration; and
 - the service's capacity to safely and appropriately support the child.
- when a proposed reduction is approved, the Centre Manager/Nominated Supervisor must:
 - complete the outcome to the family using FRM 6-F22 Reduction of Hours Letter; and
 - continue to implement agreed behaviour-support strategies during any reduced attendance period.

Exceptions

Attendance may be reduced without completing all prior stages of this procedure when:

1. There is an immediate and serious risk to the safety and wellbeing of the child, other children, Educators, or the service environment;
2. The risk cannot be effectively mitigated through reasonable interim measures;
3. The service has properly documented the child's challenging behaviours and has been making the child's family aware of the challenging behaviours; and
4. The reduction is approved by the service's Regional Manager.

In these circumstances:

- standard incident management and reporting processes must continue to be followed, in line with [POL2-P24 Incident Injury Trauma and Illness inc hospitalisation and death Procedure](#); and
- the Regional Manager must ensure the Director of Operations is informed of the decision and the rationale for the reduced attendance.

Escalation and support

When behaviour does not materially improve during the reduced attendance period, or risks remain unmanageable, escalation must occur in line with sections **5.6 Evaluation of reduced attendance** and **5.7 Termination of enrolment** of this procedure.

When there is uncertainty about whether a reduction of hours/days is appropriate guidance should be sought from the Director of Operations, and/or Education Team.

5.6. Evaluation of Reduced Attendance

Ensure reduced attendance arrangements are initially evaluated within 2–4 weeks of implementation, and reviewed on an ongoing basis thereafter, with review timeframes adjusted as required.

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The Centre Manager or Nominated Supervisor must lead the evaluation of reduced attendance to determine whether the child's behaviour has materially improved and that a return to normal attendance can occur safely. The evaluation focuses on behaviour, engagement and safety outcomes during the reduced attendance period and informs the next steps in the support process.

The outcome of the evaluation determine whether the current reduction should continue, normal attendance can be reinstated, or escalation to termination of enrolment is required.

Key expectations include:

- decisions are evidence-based and informed by documented behaviour outcomes, with the Partnership Plan maintained and updated;
- the safety and wellbeing of the child, other children, Educators and the service environment remain the priority;
- behaviour-support strategies continue to be applied during the review period; and
- progress, decisions and outcomes are communicated clearly and respectfully with families.

Key actions

The key actions below must be followed:

- the Centre Manager/Nominated Supervisor, in collaboration with Educators, must:
 - review behaviour documentation, incident records and progress during the reduced attendance period to assess whether behaviour has improved, stabilised, or continues to present a safety risk; and
 - document the evaluation and provide the assessment to the Regional Manager for review and confirmation of the appropriate outcome.
- the Regional Manager must review the evaluation and confirm the appropriate outcome.
- following Regional Manager confirmation, the Centre Manager/Nominated Supervisor must implement one of the following outcomes:
 - maintain the current reduction of hours/days of attendance;
 - return to normal hours or days of attendance; or
 - proceed to **section 5.7 Termination of Enrolment**.
- the Centre Manager/Nominated Supervisor must communicate the confirmed outcome to families using relevant approved correspondence:
 - [FRM6-F28 Continuing Reduced Care](#); or
 - [FRM6-F29 Normalisation of Attendance Pattern](#).

Exceptions

Evaluation timeframes may be adjusted, or escalation may occur sooner, when:

1. There is an immediate and serious risk to the safety and wellbeing of the child, other children, Educators, or the service environment;
2. The risk cannot be effectively mitigated through reasonable interim measures;
3. The service has properly documented the child's challenging behaviours and has been making the child's family aware of the challenging behaviours; and
4. The reduction is approved by the service's Regional Manager.

In these circumstances:

- standard incident management and reporting processes must continue to be followed, in line with [POL2-P24 Incident Injury Trauma and Illness inc hospitalisation and death Procedure](#); and
- the Regional Manager must ensure the Director of Operations is informed of the decision and the rationale for adjustment of timeframes.

Escalation and support

When evaluation indicates that reduced attendance has not resulted in significant improvement, or that safety risks remain unmanageable, the process must progress to **section 5.7 Termination of enrolment**.

When there is uncertainty about the most appropriate outcome, further guidance and support should be sought from the Director of Operations, and/or Education Team.

5.7. Termination of enrolment

Ensure termination of enrolment is considered only as a last resort, following the completion and documentation of all prior stages of this procedure, unless an approved exception applies.

A child's enrolment may be terminated when, despite the completion and documentation of all stages of this procedure, challenging behaviour continues to present an unmanageable safety risk, and the safety and wellbeing of the child, other children, Educators and the service environment cannot be assured.

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Key expectations and considerations include (unless within one of the exceptions below):

- termination is considered only after reasonable behaviour-support strategies and staged escalation have been applied;
- decisions are evidence-based, proportionate and consistent;
- the safety and wellbeing of the child, other children, educators and the service environment remain the priority; and
- families are treated respectfully and provided with clear communication;

Key actions

The key actions below must be followed:

- the Centre Manager/Nominated Supervisor must:
 - ensure all steps outlined in this procedure have been completed and properly documented;
 - review behaviour documentation to determine whether termination of enrolment may be appropriate; and
 - where termination is considered appropriate, request that the Regional Manager seek approval from the Director of Operations.
- the Regional Manager must:
 - review behaviour documentation, incident reports and the process followed by the service; and
 - submit a request for approval to the Director of Operations.
- the Director of Operations must:
 - review the request and approve or not approve the termination of enrolment.
- When termination is approved:
 - the Centre Manager/Nominated Supervisor must contact Legal to request preparation of a termination of enrolment letter;
 - Legal must prepare the termination of enrolment letter and provide it to the Centre Manager/Nominated Supervisor;
 - the Centre Manager/Nominated Supervisor must:
 - issue the termination of enrolment letter to the child's family; and
 - complete all required steps in [ProMapp Process 3.1.09 – End Enrolment](#).

Exceptions

Termination of enrolment may occur without completing all prior stages of this procedure only where:

1. there is an immediate and serious risk to the safety or wellbeing of the child, other children, Educators, or the service environment;
2. the risk cannot be effectively mitigated through reasonable interim measures;
3. the service has properly documented the child's challenging behaviours and has been making the family aware of the challenging behaviours; and
4. the termination is approved by the Director of Operations.

In these circumstances:

- standard incident management and reporting processes must continue to be followed, in line with [POL2-P24 Incident Injury Trauma and Illness inc hospitalisation and death Procedure](#).

Escalation and support

When there is uncertainty about proceeding with termination of enrolment, further guidance and support must be sought from Legal and the Education Team.

6. Role and responsibilities summary

The following table provides a summary of role responsibilities for this procedure.

Role	Responsibilities
Educators	• Respond to children's behaviour using positive, developmentally appropriate and inclusive guidance. • Recognise behaviour as a form of communication and respond calmly and respectfully. • Monitor and document identified behaviours, including incidents, patterns and progress. • Implement agreed behaviour-support strategies and Partnership Plans consistently. • Maintain accurate behaviour and incident documentation using approved forms and systems. • Communicate observations and progress with families through approved channels. • Escalate frequent, persistent or escalating behaviour concerns to the Centre Manager/Nominated Supervisor.
Centre Manager / Nominated Supervisor	• Provide leadership and oversight in supporting children's behaviour in line with this procedure. • Review behaviour documentation and ensure monitoring and documentation requirements are met. • Lead the development, implementation and review of Partnership Plans with families and Educators. • Escalate behaviour concerns through the appropriate approval pathways, including ServiceNow. • Prepare and submit recommendations for escalation outcomes (e.g. reduced attendance) supported by required documentation.

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	- Implement decisions confirmed by the Regional Manager, including reduced attendance or return to normal attendance. - Lead evaluations of reduced attendance within required timeframes and submit outcomes for Regional Manager confirmation. - Action approved termination processes, including liaison with Legal and completion of ProMapp Process 3.1.09 – End Enrolment.
Regional Managers	- Provide oversight and guidance for escalated behaviour concerns. - Review escalation, reduction and evaluation documentation for completeness and procedural alignment. - Confirm outcomes following evaluation of reduced attendance arrangements. - Make decisions regarding reduction of hours or days of attendance, in consultation with the Director of Operations. - Review evaluation outcomes to determine whether reduced attendance continues, normal attendance resumes, or escalation to termination is required. - Seek Director of Operations approval where termination of enrolment is proposed. - Ensure the Director of Operations is informed of high-risk decisions and exception-based actions.
Director of Operations	- Provide final approval or non-approval for termination of enrolment decisions. - Provide senior oversight for high-risk or exception-based decisions relating to behaviour support, or reduced attendance.
Education Team	- Provide specialist advice and guidance on behaviour guidance, inclusion and evidence-informed practice when requested. - Support services with complex behaviour situations, planning and reflective practice. - Support Educator capability-building related to behaviour guidance and positive interaction practices.
Incident Support Team (IST)	- Provide administrative and system support once behaviour-related incidents or escalations are submitted in ServiceNow. - Support accuracy and completeness of records within ServiceNow. - Update and close ServiceNow cases once advised by the Centre Manager, Regional Manager or Director of Operations. - Provide procedural support regarding ServiceNow requirements, without making behaviour, escalation or enrolment decisions.
Legal	- Prepare termination of enrolment correspondence following Director of Operations approval. - Provide termination documentation to the Centre Manager or Nominated Supervisor for issue to families. - Provide escalation support and legal advice to inform decision making on termination of enrolment, including risk, fairness, and compliance considerations.
Families	- Work in partnership with Educators and service leaders to support children's behaviour and wellbeing. - Share relevant information that supports consistent behaviour guidance and safety planning. - Participate in Partnership Plans, meetings and reviews when required.
Students and Volunteers	- Follow Educator guidance and approved behaviour-support approaches. - Maintain safe, respectful and appropriate interactions with children at all times. - Refrain from using prohibited discipline practices. - Report behaviour or safety concerns to an Educator or Centre Manager/Nominated Supervisor immediately.

7. Related legislation and documents

The following legislation, regulations and internal documents inform and support this policy, ensuring compliance with legal requirements and consistent implementation across Affinity services.

Legislation	Education and Care Services National Regulations 2011 Education and Care Services National Regulations WA 2012	Early Childhood Australia Code of Ethics (2016) UN Convention on the Rights of the Child (1989)
Policy/Procedure and Process	POL2-P24 Incident Injury Trauma and Illness inc hospitalisation and death Procedure POL5-P1 Interactions with Children Procedure	Promapp process 2.4.11 Complete a Strategic Inclusion Plan (SIP) ProMapp Process 3.1.09 – End Enrolment

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	POL6-P4 Equity and Inclusion Procedure Promapp process 2.4.05 Manage Inclusion Support (ISS) Funding	ProMapp process 3.6.09 – Provide Behavioural Support
Forms	FRM2-F10 Incident Report FRM5-D7 Behaviour Incident Register FRM5-F1 Collaborative Support Plan (CSP) FRM6-F21 Behaviour Communication Letter 1	FRM6-F22 Reduction of Hours Letter FRM6-F26 Individual Connection Record FRM6-F27 Contributing Factors Reflection

8. Version History

Version Control	Date	Author	Description of Change
1	Oct 2013	AEG	Update ECSNR
1.2	May 2015	AEG	Update
V4.16	Apr 2016	AEG	Revision
V6.17	June 2017	AEG	Revision
V9.18	Sept 2018	AEG	Minor amendment
V10.19	Oct 2019	AEG	Scheduled review
V10.20	Oct 2020	AEG	Scheduled review
V10.20	Oct 2021	AEG	Align with Behaviour Strategy
V12.22	Dec 2022	AEG	Scheduled review
V12.23	Dec 2023	AEG	Added RACI table and reference
V9.24	Sept 2024	AEG	Added ACECQA examples of inappropriate discipline. Extended biting.
V11.24	Nov 2024	AEG	Added Child Safe Standard links
V9.25	Nov 2025	AEG	Removal of individual behaviour support plan
V13	May 2026	AEG	Scheduled review. Update to refreshed policy/procedure structure. Update to approach to support better practice including the integration of POL5-P4 Behavioural Exclusion Procedure
V13.1	May 2026	AEG	Reordering of required documentation to reflect order used in section 5.2

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