

# INTERACTION WITH CHILDREN

QUALITY AREA 5 – MANDATORY | HOME ROAD KINDERGARTEN



Working in partnership with Cancer Council Victoria, ELAA has aligned this policy to the key policies and guidelines of the Healthy Early Childhood Services Achievement Program



## PURPOSE

This policy provides a clear set of guidelines to ensure:

- the development of responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging at Home Road Kindergarten
- each child at Home Road Kindergarten is supported to learn and develop in a secure and empowering environment.



## POLICY STATEMENT

### VALUES

Home Road Kindergarten

- acknowledges the Boon Wurrung people of the Kulin nation as the traditional owners and custodians of the land on which the kindergarten is located and pays respect to elders past present and emerging

and is committed to:

- being an inclusive learning environment that welcomes, supports and celebrates all children and families
- maintaining the dignity, agency and rights of each child at the service
- promoting fairness, respect and equity
- encouraging children to express themselves and their opinions, and to undertake experiences that develop self-reliance and self-esteem
- considering the health, safety and wellbeing of each child, and providing a safe, secure and welcoming environment in which they can develop and learn
- maintaining a duty of care (*refer to Definitions*) towards all children at Home Road Kindergarten
- considering the diversity of individual children at the service, including family and cultural values, age, gender, and the physical and intellectual development and abilities of each child
- building collaborative relationships with families to improve learning and development outcomes for children
- encouraging positive, respectful and warm relationships between children, families and educators/staff at the service.

### 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 Home Road Kindergarten, 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 <i>Interactions with Children Policy</i> in consultation with stakeholders, and ensuring that it reflects the philosophy, beliefs and values of the service	R	√	√	√	√
Ensuring all stakeholders are provided with a copy of the <i>Interactions with Children Policy</i> and comply with its requirements	R	√	√	√	√
Ensuring all staff are aware of the service’s expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and warm, trusting and reciprocal interactions when working with children and families ( <i>refer to Code of Conduct Policy</i> )	R	√			
Ensuring children are adequately supervised ( <i>refer to Definitions</i> ) and that educator-to-child ratios are maintained at all times ( <i>refer to Supervision of Children Policy</i> )	R	√	√		√
Ensuring the environment at the service is safe, secure, free from any hazards ( <i>National Law: Section 167</i> ) ( <i>refer to Child Safe Environment and Wellbeing Policy, Occupational Health and Safety Policy and Supervision of Children Policy</i> ) and promotes the active participation of every child	R	R	√		√
Ensuring the size and composition of groups is considered to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service ( <i>Regulation 156(2)</i> ). Educators to consider working with smaller group sizes, to promote intentional teaching strategies and responsive engagement opportunities.	R	√	√		√
Developing and implementing educational programs that are delivered in accordance with an approved learning framework ( <i>refer to Definitions</i> ), are based on the developmental needs, interests and experiences of each child, and take into account the individual differences and strengths of each child ( <i>refer to Inclusion and Equity Policy</i> )	R	√	√		√
Ensuring the educational program contributes to the development of children to have a strong sense of	R	√	√		√

wellbeing and identity, and to be connected, confident, involved and effective learners and communicators <i>(Regulation 73) (refer to Curriculum Development Policy)</i>					
Ensuring that the service provides education and care to children in a way that: <ul style="list-style-type: none"> <li>encourages children to express themselves and their opinions</li> <li>allows children to undertake experiences that develop self-reliance and self-esteem</li> <li>maintains the dignity and the rights of each child at all times</li> <li>offers positive guidance and encouragement towards acceptable behaviour</li> <li>has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for <i>(Regulation 155)</i></li> </ul>	R	√	√		√
Ensure that Home Road Kindergarten provides children with opportunities to interact and develop positive relationships with each other, and with the staff and volunteers at the service <i>(Regulation 156(1))</i>	R	√	√		√
Recognising the importance of friendships and encourage support from peers, to help children and young people feel safe and be connected	√	√	√		√
Ensuring clear documentation of the assessment and evaluation of each child's: <ul style="list-style-type: none"> <li>developmental needs, interests, experiences and program participation</li> <li>progress against the outcomes of the educational program <i>(Regulation 74) (refer to Curriculum Development Policy)</i></li> </ul>	R	√	√		√
Ensuring that procedures are in place for effective regular communication with parents/guardians to share information about children's learning, development, interactions, behaviour and relationships	R	√	√		√
Supporting ECT/educators/staff to access resources and gain appropriate training, knowledge and skills for the implementation of this policy, including promoting social, emotional and mental health and wellbeing	√	√			
Ensuring that staff members at Home Road Kindergarten who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances <i>(National Law: Section 166)</i>	R	R	R	√	√
Promoting collaborative relationships between children/families and program support groups (if required) <i>(refer to Definitions)</i> , to improve the quality of children's education and care experiences	√	√	√	√	√
Ensuring notifications of serious incidents <i>(refer to Definitions)</i> are made to the regulatory authority (DET) <i>(refer to Definition)</i> through the NQA IT System <i>(refer to</i>	R	√			

<i>Definitions</i> ) as soon as is practicable but not later than 24 hours after the occurrence ( <i>National Law: Section 174(2)(a), Regulations 176 (2)(a)</i> )					
Notifying DET within 24 hours of becoming aware of a notifiable complaint ( <i>refer to Definitions</i> ) or allegation regarding the safety, health and/or welfare of a child at the service ( <i>National Law: Section 174(2)(b), Regulations 176 (2)(a)</i> )	R	√			
Ensuring that where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the service premises	R	R	√		√
Ensuring all staff, volunteers and contractors use positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others	R	√	√		√
Developing links with and referral pathways to services and/or program support groups ( <i>refer to Definitions</i> ) to support children experiencing social, emotional and behavioural difficulties and their families	√	√	√		√
Ensuring that there is a behaviour guidance plan ( <i>refer to Definitions</i> ) developed for a child if educators are concerned that the child’s behaviour may put the child themselves, other children, educators/staff and/or others at risk	√	√	√	√	
Ensuring that parents/guardians and program support groups ( <i>refer to Definitions</i> ) (as appropriate) are consulted if an individual behaviour guidance plan has not resolved the challenging behaviour	√	√	√	√	
Working collaboratively with educators/staff and program support groups ( <i>refer to Definitions</i> ) to develop or review an individual behaviour guidance plan for their child, where appropriate.	√	√	√	√	√
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, DET if a suitable and mutually agreeable behaviour guidance plan cannot be developed	R	√	√		
Investigating the availability of extra assistance, such as Kindergarten Inclusion Support ( <i>refer to Definitions</i> ) or training, by contacting the regional Preschool Field Officer ( <i>refer to Definitions</i> ), specialist children’s services officers from DET or other agencies working with the child	R	√	√		
Funded Kindergarten specific					

Ensuring that additional resources are sourced, if required, to implement a behaviour guidance plan	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)					√	
Maintaining confidentiality ( <i>refer to Privacy and Confidentiality Policy</i> )	R	√	√	√	√	√



## BACKGROUND AND LEGISLATION

### BACKGROUND

The United Nations Convention on the Rights of the Child is founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, wealth, birth status or ability. When children experience nurturing and respectful reciprocal relationships with educators, they develop an understanding of themselves as competent, capable and respected. Relationships are the foundation for the construction of identity, and help shape children’s thinking about who they are, how they belong and what influences them [Early Years Learning Framework, p. 20; Framework for School Age Care, p. 19]

‘Constructive everyday interactions and shared learning opportunities form the basis of equitable, respectful and reciprocal relationships between educators and children. Educators who are actively engaged in children’s learning and share decision-making with them, use their everyday interactions during play, routines and ongoing projects to stimulate children’s thinking and to enrich their learning. These relationships provide a solid foundation from which to guide and support children as they develop the self-confidence and skills to manage their own behaviour, make decisions and relate positively and effectively to others.’ (*Guide to National Quality Framework – refer to Sources*)

*Child Safe Standard 3* requires services to have strategies to empower children about their rights, ensure children can participate in decisions affecting them and are taken seriously. When children feel respected and valued, they are much more likely to speak up about issues of safety and wellbeing. Enabling and promoting empowerment and the participation of children within a service has multiple benefits in addition to enhancing the safety of children, including demonstrating a commitment to upholding the rights of children, checking that what the service is doing is what children want and building the communication and leadership skills of children.

In developing an *Interactions with Children Policy*, early childhood education and care services must review and reflect on the philosophy, beliefs and values of the service, particularly with regard to the relationships with children. The development of this policy should also be informed by the service’s *Code of Conduct Policy*.

### LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Children, Youth and Families Act 2005 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015 (Vic)
- Disability Discrimination Act 1992 (Cth)
- 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

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: [www.legislation.vic.gov.au](http://www.legislation.vic.gov.au)
- Commonwealth Legislation – Federal Register of Legislation: [www.legislation.gov.au](http://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 the Definitions file of the PolicyWorks catalogue.

**Adequate 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
- experience, knowledge and skill of each educator
- need for educators to move between areas (effective communication strategies).

**Behaviour guidance:** a means of assisting children in a positive and effective way 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
- destructive to the environment and/or equipment
- inhibiting the child's learning and relationship with others
- a child presenting as shy, withdrawn or excessively passive in a way which is inhibiting their learning and/or development
- inappropriate relative to the child's developmental age and background.

**Notifiable complaints:** The Regulatory Authority is required to be notified of a complaint that alleges:

- a serious incident has occurred or is occurring while a child is being educated and cared for by a service
- the National Law and/or National Regulations have been contravened.

Complaints of this nature must be reported by the Approved Provider to the Regulatory Authority within 24 hours of the complaint being made (Section 174(2)(b), Regulation 176(2)(b)). If the Approved Provider is unsure whether the matter is a notifiable complaint, it is good practice to contact DET for confirmation.

Notification of complaints must be submitted within 24 hours through either the NQA IT System portal: <http://www.acecqa.gov.au> or where this is not possible, the Regulatory Authority must be contacted directly.

**Inclusion Support Program:** Funded by the Commonwealth Government to assist services to build their capacity and capability to include children with additional needs in mainstream services; providing them with an opportunity to learn and develop alongside their typically developing peers: <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.

**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/carer(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/carer(s) chooses to use one.

**Mental health:** In early childhood, a child’s mental health is understood as a child’s ability to ‘experience, regulate and express emotions; form close and secure interpersonal relationships; and explore the environment and learn – all in the context of family, community and cultural expectations for young children. Infant mental health is synonymous with healthy social and emotional development. <https://beyou.edu.au/>

**Preschool Field Officer (PSFO) Program:** The role of the PSFO Program to support the access and participation of children with additional needs in their kindergarten program. For more information visit: [www.education.vic.gov.au](http://www.education.vic.gov.au)

**Serious incident:** A serious incident (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 at the service
- any incident involving serious injury or trauma 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\*
- 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 or illness or trauma are 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/s 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 through the NQA IT System portal. If this is not practicable, the notification can be made initially in whatever way is best in the circumstances.

---

## SOURCES AND RELATED POLICIES



### SOURCES

- *Behaviour guidance practice note series* (DET) <http://www.education.vic.gov.au>
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia: [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Child Safe Standards: [www.cryp.vic.gov.au](http://www.cryp.vic.gov.au)
- Early Childhood Australia Code of Ethics: [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)
- Guide to the National Quality Framework, ACECQA: [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Inclusion Support Program: [www.dese.gov.au](http://www.dese.gov.au)
- Kids Matter, an Australian mental health and well-being initiative set in primary schools and early childhood education and care services: <https://beyou.edu.au>
- The Kindergarten Funding Guide (DET): [www.education.vic.gov.au](http://www.education.vic.gov.au)
- United Nations Convention on the Rights of the Child: [www.unicef.org](http://www.unicef.org)
- Victorian Early Years Learning and Development Framework: [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Victorian Inclusion Agency (VIA): [www.viac.com.au](http://www.viac.com.au)

### RELATED POLICIES

- Child Safe Environment and Wellbeing
- Code of Conduct
- Complaints and Grievances
- Curriculum Development
- Inclusion and Equity
- Occupational Health and Safety
- Privacy and Confidentiality
- 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
- 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: Procedures recommended for the development of a behaviour guidance plan
  - Attachment 2: Behaviour Guidance Plan
  - Attachment 3: BETLS observation form
-



**AUTHORISATION**



This policy was adopted by the approved provider of Home Road Kindergarten on 19 July 2022.

**REVIEW DATE: JUNE 2024**

## ATTACHMENT 1

### Procedures recommended for the development of a behaviour guidance plan

These procedures recommend steps that services can follow to develop a behaviour guidance plan for a child exhibiting challenging behaviour. These procedures should be adapted to suit individual services. For further information see DET's Behaviour guidance practice note series (refer to Sources).

A caring relationship with an adult, who can provide the learning and emotional support required, is pivotal to dealing with a child's challenging behaviour (refer to Definitions). Challenging behaviour is best managed through a collaborative strategy developed between service staff and parents/guardians.

Excluding a child from the service should only be a last resort. This decision should be made as part of the collaborative management of a child's behaviour, and based on a joint decision by the parents/guardians and family, and the Approved Provider, Nominated Supervisor, educators and other professionals involved in the education and care of the child (refer to Inclusion and Equity Policy).

### PROCEDURES

#### Step 1 – Observe

- Observe children exhibiting challenging behaviour, including in the broader context of their environment, the culture of the service, and the interactions of the whole group and other educators working with the child.
- Identify, based on observations, whether there is a need to develop an individual behaviour guidance plan for the child.

#### Step 2 – Discuss

- Invite parents/guardians to a meeting to discuss:
  - the ongoing behaviour displayed by the child, including highlighting improvements and celebrating successes
  - their aspirations, as well as the service's aspirations, for the child
  - the child's individual characteristics, including interests, temperament, age and cultural background
  - recommended strategies to support the child's development, and how these strategies will be reviewed and evaluated
  - resources or changes to the environment/program that may be required for a behaviour guidance plan to be implemented e.g. changes to routines and transitions
  - the support already accessed by the family to assist with managing the child's behaviour
  - other support available, such as a Preschool Field Officer (refer to *Definitions*), referral for specialist assessment and additional adult support (written consent is required from parents/guardians before any intervention/assessment is undertaken)
  - any other matter that will assist with the development of a behaviour guidance plan.

#### Step 3 – Consult

- If appropriate, and with the permission of parents/guardians, consult with other support agencies or service providers who are already working with the child, to assist with the development of a behaviour guidance plan.

#### Step 4 – Develop

- Develop an individual behaviour guidance plan, based on consultation with the child's parents/guardians and other support agencies, that is:
  - appropriate to the needs of the child and accepted/agreed to by parents/guardians and other professionals involved in the education and care of that child
  - clear and easy to follow for all educators, staff, parents/guardians and/or volunteers/students working with the child.

#### Step 5 – Monitor and review

- Continually review, reflect, evaluate and revise the strategies that have been implemented.
- Communicate with the parents/guardians regarding the child's progress and involve them in evaluating and revising the strategies.

## ROLES AND RESPONSIBILITIES

The following are the roles and responsibilities of the various individuals working with the child at the service:

The Approved Provider is responsible for:

- ensuring that there is a behaviour guidance plan developed for a child if educators are concerned that the child's behaviour may put the child themselves, other children, educators/staff and/or others at risk
- ensuring that parents/guardians and other professionals (as appropriate) are consulted if an individual behaviour guidance plan has not resolved the challenging behaviour
- consulting with, and seeking advice from, DET if a suitable and mutually agreeable behaviour guidance plan cannot be developed
- ensuring that they are notified if a complaint is received about a child's interactions or behaviour e.g. when the safety of other children is in question
- ensuring that, if a complaint is received, every attempt is made to resolve the issue by consultation and investigation as soon as possible
- ensuring that additional resources are sourced, if required, to implement a behaviour guidance plan
- ensuring that educators/staff at the service are provided with appropriate training to guide the actions and responses of a child/children with challenging behaviour.

The Nominated Supervisor is responsible for:

- developing the behaviour guidance plan in consultation with the Certified Supervisor, educators and the parents/guardian of the child, and other professionals and services as appropriate
- consulting the *Complaints and Grievances Policy* to ensure compliance with service procedures, and regulatory and legislative requirements
- consulting educators for their professional evaluation of the situation, and drawing on their expertise in relation to developing strategies and identifying resources required
- meeting with the parents/guardians of the child concerned to develop and implement a behaviour guidance plan
- supporting educators by assessing skills and identifying additional training needs in the area of behaviour guidance
- investigating the availability of extra assistance, financial support or training, by contacting the regional Preschool Field Officer (refer to *Definitions*), specialist children's services officers from DET or other agencies working with the child
- setting clear timelines for review and evaluation of the behaviour guidance plan.

Certified Supervisors and other educators/staff are responsible for:

- observing children's challenging behaviour and identifying the need to develop a behaviour guidance plan to support a child in self-managing their own behaviour
- assisting the Nominated Supervisor to develop a behaviour guidance plan in consultation with parents/guardians and other professionals as appropriate
- implementing a behaviour guidance plan and incorporating identified strategies and resources into the service program
- undertaking relevant training that will enable them to guide children who exhibit challenging behaviour
- maintaining ongoing communication and consultation with parents/guardians
- providing regular progress reports to the Approved Provider and Nominated Supervisor on the implementation and effectiveness of the agreed strategies contained in an individual behaviour guidance plan
- maintaining the confidentiality of information provided by parents/guardians unless written consent is provided to disclose information to relevant parties
- providing their observations, professional evaluation and expertise in reviewing individual behaviour guidance plans
- providing other information, as relevant, to the Approved Provider and Nominated Supervisor to assist with the resolution of any issues.

## ATTACHMENT 2: BEHAVIOUR GUIDANCE PLAN

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_ Review Date: \_\_\_\_\_

Educator's: \_\_\_\_\_ Parents: \_\_\_\_\_

Observed Behaviour	Known warning signs/triggers	Preventative/Redirection Strategies	By whom	Reflection	Parent Involvement

### ATTACHMENT 3: BETLS OBSERVATION TOOL

Child’s name: \_\_\_\_\_ Child’s age: \_\_\_\_\_

Date of Observations: \_\_\_\_\_

DETAILS				
<b>Child or young person’s strengths</b>				
<b>Concerns</b>				
BEHAVIOURS	EMOTIONS	THOUGHTS	LEARNING	SOCIAL RELATIONSHIPS
What is the child doing?	What is/might the child be feeling?	What is/might the child be thinking?	What learning areas are being affected?	What social areas are being affected?
(for example, unsettled sleep time, not following instructions or getting into conflict with others)	(for example, sad).	(for example, I’m missing my family, or nobody understands me)	(for example, difficulty concentrating)	(for example, avoids group situations).

PERVASIVENESS
<b>Who is present at this time? Staff? Family Members? Other children?</b>
<b>Where do these concerns/events occur (one setting, multiple settings)?</b>

Why do they occur? What times of the day? What happens before and after these occurrences?

<b>FREQUENCY</b>
How often does this happen (times per day/week)?

<b>PERSISTENCE &amp; SEVERITY</b>
How long has it been happening for? Always? Just started? Built up over time?
How much does the behaviour impact on the child or young person and others?

<b>YOUR FEELINGS</b>
How does this situation make you feel? What additional support may you need?
What have others noticed about this child or young person?

<b>STRATEGIES</b>
What things have been tried with the child or young person? Who implemented these strategies? What was the outcome?

**OTHER FACTORS TO CONSIDER**

What cultural factors might be playing a role in this situation? Have there been any changes in the child’s life or in the service or school?

**OTHER NOTES / OBSERVATIONS**

**WHAT MIGHT YOU DO NEXT?**

Talk with the child or young person’s family? Talk with a colleague? Can individual and family strengths be used to help me think of strategies? What more information do I need about this child or young person – where could I get it?

