



Early Childhood (Pk – 2) Student Management Policy

1. Purpose

This Early Childhood Student Management Policy establishes a framework for promoting positive behaviour, addressing challenging behaviours, and maintaining a safe and supportive learning environment at Fremantle Christian College (FCC).

The right for children to receive positive guidance in a supportive and respectful environment is embedded in fundamental documents including the Early Years Learning Framework (EYLF) and National Quality Standard (NQS).

2. Links to the EYLF

2.1. Principal 1:

Secure, respectful and reciprocal relationships

2.2. Outcome 1:

Children Have a Strong Sense of Identity

- children feel safe, secure, and supported
- children develop their emerging autonomy, inter-dependence, resilience, and sense of agency
- children develop knowledgeable and confident self-identities
- children learn to interact in relation to others with care, empathy, and respect

3. Links to the National Quality Standard (NQS)

3.1. Quality Area 5: Relationships with Children

5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

4. Student Management in Early Childhood (Pre-Kindergarten – Year 2)

Educators in the Early Childhood years at FCC aim to build warm, responsive relationships that help children feel safe, secure, and supported. Through respectful, consistent, and equitable interactions, educators guide children in developing the social and emotional skills needed to participate successfully in group settings. Children are supported to recognise and regulate their

emotions and behaviours, building important life dispositions such as resilience and perseverance.

Educators work with children to co-construct a classroom charter or shared agreements at the beginning of each year. These expectations are discussed, modelled, and displayed in ways that are meaningful to the children, and are regularly revisited through intentional teaching moments, play, and conversations.

4.1. Student Management will be Addressed in a Positive Manner.

As a result, educators will:

- adopt a positive approach to behaviour guidance, avoiding any forms of shaming, harshness, humiliation, or demeaning actions
- promote and model respectful, caring, and inclusive interactions with others
- support each student's social and emotional development, helping them learn to self-regulate and recognise their own feelings and those of others
- assisting students in expressing their needs, resolving conflict, and responding to the behaviour of others in safe and constructive ways
- consistently role model appropriate behaviour and language, demonstrating respectful communication with children, colleagues, and families
- teach children how their behaviour affects others, fostering empathy and consideration
- use positive redirection and proactive guidance strategies. Where concerning behaviour is ongoing, educators will reflect on the learning environment, including the program, room setup, and supervision, to identify possible triggers
- encourage perspective taking and restorative justice practices, helping students to understand others' viewpoints and resolve conflicts constructively
- consider each child's background and lived experiences, recognising behaviour may be influenced by factors such as changes in routine, grief, trauma, or family circumstances
- engage in open communication with families, sharing insights about behavioural expectations and progress both informally (e.g. at pick up) and formally (e.g. parent interviews, phone calls, emails)

5. Incidences

5.1. Minor Incidences: Start at Step 1

These are low-level behaviours that are developmentally typical and may occur as part of learning appropriate social interactions.

Examples include but are not limited to:

- interrupting others during mat time or group activities
- talking out of turn or not listening to instructions
- grabbing toys or materials without asking
- struggling to share or take turns fairly
- using unkind words (not directed to hurt)
- distracting others during learning time

- not following classroom routines or rules
- forgetting to use gentle hands

These behaviours are best addressed through redirection, modelling, and positive reinforcement.

5.2. Moderate Incidences: Start at Step 3

These behaviours may be disruptive, unsafe, or repetitive, and require increased support and intervention.

Examples include but are not limited to:

- repeated refusal to follow instructions after reminders
- throwing objects (not to harm, but in frustration)
- pushing or hitting during play (without serious injury)
- damaging classroom materials intentionally
- using inappropriate or rude language intentionally
- unsafe use of playground or classroom equipment
- excluding peers repeatedly during social play
- escalating 'minor' behaviours that disrupts the group

5.3. Major Incidences: Start at Step 5

These behaviours are serious and require immediate attention from College leadership.

Examples include but are not limited to:

- physical aggression that causes harm (e.g. biting, punching, kicking)
- verbal threats or intimidation of others
- repeated defiance in a way that disrupts the safety or learning of others
- leaving the learning area or school grounds without permission
- stealing or taking items intentionally from others
- ongoing, deliberate behaviour despite multiple interventions
- behaviour that may indicate significant emotional distress or trauma response

A student may be immediately excluded from the College following one major incident if their behaviour presents a serious and immediate risk to the safety of staff or other students.

Examples of these offences warranting immediate exclusion include, but are not limited to, incidents of physical abuse, sexual abuse, or violent conduct.

6. Procedure

In Early Childhood, it is understood that behaviour is a form of communication. The educator's response is always relational, supportive, and designed to meet children's developmental and emotional needs. The consequences are natural, restorative, and proportionate.

The following steps are used as a parameter to guide individual student behaviour in conjunction with the above listed methods of role modelling, positive reinforcement and explicit teaching.

6.1.1. Step 1: Redirection of Behaviour

The educator calmly redirects or reminds the student of expected behaviours using clear, positive language aligned with classroom or play expectations.

If behaviour continues: Step 2.

6.1.2. Step 2: Teaching and Co-regulation

The educator re-states expectations calmly and clearly, explains the reason for the rule and outlines possible consequences if the behaviour continues. The student is supported to label emotions and is explicitly modeled calming strategies. If appropriate choices are offered.

If behaviour continues: Step 3.

6.1.3. Step 3: Removal from Situation

The student is removed from the activity or space where they are not managing their behaviour (e.g. a new seat at mat time or choosing a different toy). The educator is to stay nearby and check in once the child has regulated. The educator discusses the incident with the child and informal communication with the family is made.

Steps 1, 2 and 3 may be revisited multiple times in Pre-Kindergarten, Kindergarten and Pre-Primary classes in accordance with class behaviour and developmental expectations.

If behaviour continues: Step 4.

6.1.4. Step 4: Student Management Support Plan

If behaviours of this nature are repeated, the educator, student and their family meet to create a behaviour support plan. This meeting encourages reflection and shared responsibility between the child's guardians and the College.

See attached Appendix for behaviour management plan template.

If behaviour continues: Step 5.

6.1.5. Step 5: Send out

The student is removed from the learning environment and the Principal is to meet with the child's family to discuss the behaviour(s) of concern.

Management of the issue moves to the FCC 'Inside Send Out System' starting at 1st Send Out, as stated in the Primary Diary (page 25). The child's name is not recorded publicly on the classroom whiteboard as part of this process.

7. Summary of Send Out system

- 1 Send Out: A verbal warning from the Principal and contact home via telephone or email.
- 2 Send Outs: A letter is sent home, and parents are requested to attend an interview.
- 3 Send Outs: A second letter is sent home, and parents are requested to attend an interview.
- 4 Send Outs: Student receives an out of College suspension. A third letter is sent home, and parents are requested to attend an interview. A further behaviour support plan is created at this point.
- 5 Send Outs: Student receives a second out of College suspension. A fourth letter is sent home.

FCC Early Childhood Student Management Policy – July 2025

- 6 Send Outs: Student receives a third out of College suspension, a letter is sent home, parents are requested to attend an interview and informed clearly about consequences of further Send Outs. The child's behaviour support plan and counselling are reviewed as appropriate.
- 7 Send Outs: Student receives a fourth out of College suspension, a letter is sent home, and parents are informed clearly about the consequences of a further Send Out.
- 8 Send Outs: The student is excluded from the College.



APPENDIX 1: STUDENT MANAGEMENT SUPPORT PLAN

STUDENT NAME		YEAR GROUP		CLASS TEACHER	
--------------	--	------------	--	---------------	--

STUDENT'S STRENGTHS	What is the student good at/enthusiastic about?
CONCERNs	What are the barriers to their learning?
CURRENT STRATEGIES AND SUPPORTS	What is currently happening when these concerns arise? Are they working?

GOAL	WHAT NEEDS TO HAPPEN?	HOW WILL IT HAPPEN?	WHAT IS THE INTENDED OUTCOME?	PURPOSE	NOTES

END OF DOCUMENT