U: Supporting and understanding children's behaviour – Group and school-based providers

What do I need to know?

- Legal framework
  - The Special Educational Needs and Disability Regulations 2014
  - Equality Act 2010: guidance
  - Children and Families Act 2014
- EYFS statutory framework for group and school-based providers page 38, paragraphs 3.74 – 3.76.

Supporting and understanding children's behaviour (pages 51-52 of audit)	Things to consider and discuss:
Do you support, understand, and manage children's behaviour in an appropriate way?	• Do you know how to write a positive behaviour policy and know what to include? Do you know where to go for support? • How is this policy shared with all staff, volunteers and parents? Is your policy clear on what is acceptable and unacceptable behaviour? How do you ensure all staff consistently apply the policy? • How do you manage cases of 'bullying' within your provision? • What behaviour management training is available to staff? What impact does this have on practice? What training do you think your staff would benefit from and do you know how to access it? • What procedures ensure thorough staff induction and refresher training takes place? • How do you share best practice examples within your staff team? How do you role model positive behaviour management strategies? • How do you help children understand their behaviour and the actions from their behaviour? How do you promote and share positive behaviour? • Have you considered having a person who is responsible for behaviour management? • Have you considered how your behaviour management strategies may need to be adjusted to meet the needs of the different ages and stages of development for children? • Are the children in your provision involved in making the rules of the provision? Are the rules consistently applied and how do you know? • Do you know what to include and how to write a behaviour plan? • How do you ensure all staff are aware of any behaviour plans so that they are applied consistently and are confident in applying strategies to prevent unwanted behaviour? • If staff have put strategies in place following concerns over behaviour and these have not been successful would your staff know what to do next? • Do you know how to make a referral regarding information around education, health, care plans and SEND support and access Derbyshire local offer for paperwork and information?

Supporting and understanding children's behaviour (pages 51-52 of audit)	Things to consider and discuss:
Do you **ensure** you do not give or threaten corporal punishment to a child and do not give or threaten any punishment which could adversely affect a child's well-being?	• How do you manage children's behaviour in an appropriate way? • Do you gather information from parents and, or carers, or other settings, about the child's behaviour and any positive strategies that have been used which will ensure consistency?
Do you **ensure** you take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided? **Are you aware an early years provider who fails to meet these requirements commits an offence?**	• How do your staff know and understand what corporal punishment is? • Do your staff know how corporal punishment could adversely affect a child's well-being and the impacts of this? How do you know? • Are all your staff consistent and appropriate in their behaviour management? How do you know?
Are you aware a person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention *(Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property)* was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary?	• Do you have a policy and procedures to follow in the event of a staff member failing to meet these requirements? How do you and your staff know what to do?
Do you **ensure** you keep a record of any occasion where physical intervention is used, and ensure parents and, or carers are informed on the same day, or as soon as reasonably practicable?	• How do you know your staff are aware of the definition of physical intervention? • How do you know staff know and understand what physical intervention is, and where, when and why it should be taken? • Do you have a policy and procedures to follow in the event of physical interventions being implemented? How do you ensure consistency of approach across all staff? • What records are kept of any incidents where physical intervention has been used and how is this reported to parents and, or carers? • What details to you record? Is this sufficient? How do you know?

Useful links and further help:

How healthy behaviour supports children's wellbeing
SEND: guide for early years settings
SEND: guide for parents and carers
Derbyshire Information, Advice & Support Service for SEND
Derbyshire Local Offer
Early years special educational needs (SEN) - Derbyshire Local Offer

For advice and support email: EarlyYears.SENHelpline@derbyshire.gov.uk

Derbyshire SchoolsNet - Early Years
Derbyshire Early Years Service - Eventbrite
Email: CS.EYS@derbyshire.gov.uk