

M: Supporting and understanding children’s behaviour - Childminders

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 childminders \(publishing.service.gov.uk\)](#) page 24-25, paragraphs 3.57 – 3.60.

Supporting and understanding children’s behaviour (page 36-37 of audit)	Things to consider and discuss:
<p style="color: #800000;">Are you aware that you are responsible for supporting, understanding, and managing children’s behaviour in an appropriate way?</p>	<ul style="list-style-type: none"> • Do you know how to write a positive behaviour policy and know what to include? Do you know where to go for support • Do you have a positive behaviour management policy which is shared with any assistants, volunteers, and parents? Is your policy clear on what is acceptable and unacceptable behaviour? How do you ensure any assistants 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 you or any assistants 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 assistants? 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?

	<ul style="list-style-type: none"> • 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 strategies have been put in place following concerns over behaviour and these have not been successful, would you or your assistants 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?
<p>Do you ensure you do not give or threaten corporal punishment to a child and do not use or threaten any punishment which could adversely affect a child's well-being?</p> <p>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?</p> <p>Are you aware an early years provider who fails to meet these requirements commits an offence?</p>	<ul style="list-style-type: none"> • 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? • How do you or any assistants know and understand what corporal punishment is? • Do you or any assistants know how corporal punishment could adversely affect a child’s well-being and the impacts of this? How do you know? • Are any assistants consistent and appropriate in their behaviour management? How do you know?
<p>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 (<i>Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or</i></p>	<ul style="list-style-type: none"> • 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 any assistants know what to do?

<p><i>damaging property</i>) 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?</p>	
<p>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?</p>	<ul style="list-style-type: none"> • How do you know your assistants are aware of the definition of physical intervention? • How do you know your assistants 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? • 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 do you record? Is this sufficient? How do you know?
<p>Do you ensure you have arrangements in place to support children with Special Educational Needs and Disabilities (SEND)?</p>	<ul style="list-style-type: none"> • How do you identify children with Special Educational Needs and Disabilities (SEND)? • If you were unsure about a child’s specific needs, how would you improve your knowledge and skills in this area? • Where would you seek support if you identified, through observation and assessment, a child who was at risk of delay? • How do you monitor the progress of a child with SEND? • How do you obtain and share information with parents, carers and other professionals working with the child to ensure to the needs of all children are met? • How do you ensure that you communicate effectively with wider agencies? • Do you need to seek parental consent to share information with other professionals? • Do you gather information from the parents about the child, including medical conditions, any healthcare plan which might be in place, any professionals involved with the child, any behavioural management strategies? How do you do this? How is this information shared? How is it kept safe and secure? • How do you communicate effectively with the child’s parents about their child’s specific needs and how they can support at home? • How do you know if any children need a specific risk assessment?

<p>Have you identified a person to act as a SENCO (SEND coordinator)?</p>	<ul style="list-style-type: none"> • Who is your designated SENCO? • How do you know they have relevant experience and, or training to complete their role? How do they know what their job roles and responsibilities are? • Do you know where and when further training and, or networks can be accessed and how often SENCO training should be completed? • How does the SENCO communicate effectively with the relevant staff and parents and, or carers?
<p>If you are registered with a CMA, or are part of a network, are you aware that you may wish to share the role between you?</p>	<ul style="list-style-type: none"> • How do you ensure when sharing the role of the SENCO that other childminders have the relevant qualifications and experience to complete their role? • How do you ensure when sharing the role of the SENCO that you each know your roles and responsibilities? • How do SENCO's sharing the role communicate effectively with each other, and parents and, or carers?
<p>Have you familiarised yourself with the early years section of the SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</p>	<ul style="list-style-type: none"> • How do you ensure you and any assistants are aware of and have due regard for the SEN code of practice? • How do you know it has been acted upon, can you talk confidently about this? • Have you or any assistants received training, where necessary, and how has this training impacted their and, or your practice? Is training effectively disseminated? • How do you help children and families to be inclusive, and how do you tackle discrimination?

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 Quality Team](#)

[Derbyshire Early Years Service - Eventbrite](#)

Email: CS.EYS@derbyshire.gov.uk