

S: 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](#)
- [Early years foundation stage statutory framework for childminders](#) pages 29-30, paragraphs 3.73-3.75

Supporting and understanding children's behaviour (page 41-42 of audit)	Things to consider and discuss:
<p>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? • 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?

Supporting and understanding children's behaviour (page 41-42 of audit)	Things to consider and discuss:
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?	<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?
<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 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?
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 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?	<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?
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?	<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 to you record? Is this sufficient? How do you know?

Useful links and further help:

[How healthy behaviour supports children's wellbeing](#)

[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