

M: 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 \(publishing.service.gov.uk\)](#) page 35, paragraphs 3.58 – 3.61.

Supporting and understanding children’s behaviour (page 40-41 of audit)	Things to consider and discuss:
<p>Do you manage 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 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?

	<ul style="list-style-type: none"> • 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?
<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 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?
<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 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>	<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 your staff know what to do?

<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 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 do you record? Is this sufficient? How do you know?
<p>Do you ensure you have arrangements in place to support children with Special Education Needs and Disabilities (SEND)?</p> <p>If you are a maintained school, maintained nursery school and, or a provider who is funded by the local authority to deliver early education places, do you ensure you take into account the Special Educational Needs Code of Practice?</p> <p>If you are a maintained school and, or a maintained nursery school do you ensure you identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO?</p> <p>Providers may find it helpful to familiarise themselves with the early years section of the SEND Code of Practice</p> <p>SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</p>	<ul style="list-style-type: none"> • How do you identify children with Special Education Needs and Disabilities? • Do you gather information from parents and, or carers, or other settings, about the child’s Special Education Needs and Disabilities and any positive strategies that have been used which will ensure consistency? • Have you read the Special Educational Needs Code of Practice? • Have you had sight of and used the Graduated Response? • Do you know where to seek support and advice from the EY SEN team and have accessed the Early Years special educational needs (SEN) Derbyshire Local Offer website? • Have you identified a member of staff to act as a Special Educational Needs Co-ordinator (SENCO)? • What training has this member of staff accessed to support this person in this role?

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