

# Quality Improvement Framework

## Section 4 – Inclusive Practice

### Subsection: Behaviour Management

Guidance Notes	Reflective Questions	Resources	Your Evidence
<p><b>Managing Behaviour</b></p> <p>Providers are responsible for managing children’s behaviour in an appropriate way.</p> <p>Providers must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being. Providers must 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. Any early year’s provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention* 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 necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.</p> <p style="text-align: center;"><b>DfE Statutory Framework for the EYFS 2021 Point 3.53-3.54</b></p> <p><small>*Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property.</small></p>	<ul style="list-style-type: none"> <li>• How do you ensure you keep up to date with relevant legislation?</li> <li>• Do you have a behaviour management policy?</li> <li>• Are all staff familiar with the policy and procedures so that you adopt a consistent approach with managing behaviour?</li> <li>• Have parents read, and signed that they have read your policy?</li> <li>• Do you ensure that incidents are recorded when physical intervention or restraint is used?</li> <li>• How would you make sure that parents are informed on the same day when intervention or restraint is used?</li> <li>• How often do you review your policy and procedures?</li> <li>• What would be your process for completing a positive handling plan?</li> <li>• Do staff understand de-escalation techniques?</li> <li>• How do you use visual cues to support children’s understanding of routines and rules?</li> </ul>	<p><b>Q Cards</b></p> <p>Active V’s Sedentary Children’s mental health Self-regulation Supporting children with anxieties Relaxation Sensory perception Working together Sharing information with parents and carers</p> <p><a href="#">Voice of the child</a></p> <p><b>Training</b></p> <p>See the early years support team training programme for more information.</p> <p><b>Useful Links</b></p> <p>Understanding behaviour – a personalised approach <a href="http://www.pacey.org.uk/news-and-views/pacey-blog/2018/august-2018/understanding-behaviour-a-personalised-approach">www.pacey.org.uk/news-and-views/pacey-blog/2018/august-2018/understanding-behaviour-a-personalised-approach</a></p> <p>Promoting positive behaviour in nurseries <a href="http://ndna.org.uk/?s=promoting+positive+behaviour">ndna.org.uk/?s=promoting+positive+behaviour</a></p> <p>Inclusive provision for children with SEND in early years <a href="http://families.leicester.gov.uk/inclusive-provision-in-early-years">families.leicester.gov.uk/inclusive-provision-in-early-years</a></p>	<p>Guidance note: Remember to date your evidence to allow you to revisit and review relevance.</p>