

Supporting and understanding children's behaviour

ROAD MAP FOR SETTINGS OF Lancashire Early Years

Specialist

SCAN the QR code at the bottom of the page to open the Specialist Toolkit, where live web links are accessible.

LCC's SEND Specialist Teaching Service and Inclusion Service

LCC's SEND Assessment and Support

SEND Support Plans and Education, Health, and Care Plans (EHC plan) for professionals

Lancashire's Portage, Early Years Sensory Impairment support

Educational Psychology requests

LCC's Inclusion Fund with the Specialist Teaching Service offer info as above

LCC Transition Toolkit: supporting successful transition experiences for children with autism and social communication needs in the Early Years – Educational Psychology service

Special Educational Needs and Disabilities Local Offer:

0-4 years old. Find services for families including children and young people with Special Educational Needs and Disabilities (SEND) in Lancashire and nationally, if relevant. Lancashire's SEND directory for education, family support, health, things to do and wellbeing.

Approaches for supporting Personal, Social and Emotional Development with a specific focus on improving child behaviour, supporting self-regulation, and teaching children about emotional literacy.

Targeted

SCAN the QR code at the bottom of the page to open the Targeted Toolkit, where live web links are accessible.

Statutory guidance – 'Special Educational Needs and Disability Code of Practice: 0-25 years'

LCC's Early Help Assessment (EHA) tool - this is linked to children's health and is not SEND specific

Lancashire's Early years SEND toolkit - Early Years Assessment Tracking and Target Setting tool (ATTS) and SENDco Handbook

Lancashire website SEND Support Guide for Professionals

Lancashire training

Two pre-recorded webinars related to the role of the Early Years SENDco or SENCO

Marketed Publication Early Support Information on Behaviour

Lancashire's Enabling Environments Top Tips for Working with a Child who has Social, Emotional and Mental Health Need.

Lancashire's Role of the Adult Top Tips for Working with a Child who has Social, Emotional and Mental Health Needs.

Government website Help for Early Years; child development training on Personal, Social, and Emotional Development.

Universal

SCAN the QR code at the bottom of the page to open the Universal Toolkit, where live web links are accessible.

Non-statutory curriculum guidance – 'Development Matters' - Self-regulation and executive function

Non-statutory guidance by the sector for the sector 'Birth To 5 Matters' - Self-regulation key points and pedagogy

Booklet – 'Working with the revised EYFS. Principles into Practice' by Julian Grenier - Self-regulation and executive function

National Strategies booklet

'Inclusion Development Programme. Supporting Children with Behavioural, Emotional and Social difficulties: Guidance for practitioners in the EYFS'

Positive behaviour policy. Marketed exemplar formats from the Early Years Alliance (EYA) and National Day Nurseries Association (NDNA).

LCC's 'Behaviour Management Audit':

Continuing Professional Development (CPD)

Government website 'Help for Early Years: Emotions, Sense of Self and Relationships'

Education Endowment Foundation: Approaches and practices to support Personal, Social and Emotional Development in the Early Years and Self-regulation

National Health Service (NHS): Dealing with child behaviour problems

LCC's marketed booklets and training on 'Personal, Social and Emotional Development' and 'Behaviour that Challenges':

LCC's Family Hubs Network and Children and Family Wellbeing service



'WHAT DOES THE 'EARLY YEARS FOUNDATION STAGE STATUTORY FRAMEWORK' SAY:-

Supporting and understanding children's behaviour

Providers and childminders are responsible for supporting, understanding, and managing children's behaviour in an appropriate way. Providers and childminders must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being. Providers must take reasonable steps to ensure that corporal punishment is not given by anyone who is caring for or is in regular contact with a child, or by anyone living or working in the premises where care is provided. Any early years provider who does not meet these requirements commits an offence. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence), if physical intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

Providers and 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.