

Good Practice Behaviour Strategies

Strategy	What this looks like
Consistency	<p>For any behaviour strategies to be successful, CONSISTENCY is key. All staff need to 'buy into' the management of behaviour by:</p> <ul style="list-style-type: none"> • Implementing consistent strategies • Reviewing reflectively together • Supporting each other through praise, guidance, non-competitive working and learning together. • Ensure all new staff have opportunities to shadow and learn from others
Team Work and Communication between staff	<ul style="list-style-type: none"> • Staff support each other by using consistent strategies • Staff reflect on personal practice and learn from each other • Staff share information in the here and now regarding consequences, successes of children • Important/ one off information is shared in a timely manner • Staff are able to step into/ out of role when appropriate
Use Positive Language (see sheet)	<ul style="list-style-type: none"> • Say what you mean and mean what you say • Don't ask ('please') • Use points and gestures to help child cue in • Use "I need you to..." "It's time to..." and "Thank you" • Don't be lured into bargaining or pleading with children
Keep Instructions short age appropriate	<ul style="list-style-type: none"> • Keep INSTRUCTIONS short and visual whenever possible • Use age and developmental stage as a guide • Use short instruction words such as : wait, back, look, here, away, stop • Appropriate gestures should be attached to these instructions to add emphasis and support understanding
Choices (see sheet)	<ul style="list-style-type: none"> • Give 2 choices to children following instructions. This helps to empower them to decide HOW they will do something • Make choices visual whenever possible • Point to places/ items to help children cue in • Repeat if necessary
Ignore Low Level Fuss	<ul style="list-style-type: none"> • Assess the situation for safety and disruption to others • If child/ others/ resources are safe, ignore and distract • REMEMBER YOU HAVE A DUTY OF CARE TO SAFEGUARD CHILDREN THOUGH (see EYFS)
Anticipation and Distraction	<ul style="list-style-type: none"> • Try to turn behaviour around by doing something that you know the child will like/ to help an adult • Talk to peer/ children about what you will be doing next • Talk out loud to yourself about what you will be going to do

	<p>(something that child likes to do)</p> <ul style="list-style-type: none"> • Consider change of venue/ activity • Use behaviour logs to try and pre-empt. Have something ready in place to stop behaviour in its tracks
Catch Children Being Good	<ul style="list-style-type: none"> • If you see something good, notice and praise specifically: - “Wow! Fantastic walking! You remembered” - “Nice sharing. That was very kind.” • If children demand that you notice them and want praise all of the time, use this strategy and praise them when they least expect it (not when they ask for it)
Praise	<ul style="list-style-type: none"> • Use different types of praise: direct, indirect, smiles, thumbs up, touch. • Say it like you mean it- be genuine • Keep praise specific (name) and labelled (activity/ action) • Know which children don’t like to be praised directly. Review this regularly to note progress. • Stickers can be used but collection linked to motivator/ reward should be considered. (can be linked to home)
Modelling	<ul style="list-style-type: none"> • Adults use short phrases for children to copy eg: turn please, can I play? • Adults join play and model how they expect children to play. • Play WITH the children, join in with their talk, ideas, rules • Model positive relationships between adults- show the children positive interactions and respect for others
Turn Taking (see sheet)	<ul style="list-style-type: none"> • Use the stepped guide to assess what stage children are at • All staff support turn taking using appropriate language (linked to age and stage) every day, every session. • Avoid using language such as “Don’t forget to share”- this is a concept and many children won’t know what it means • Gentle reminders should be used and modelled, “You need to say ‘Turn please’” • Humour can work well for children who know how to ask but sometimes refuse/ take things: “Did you forget to ask?”
Turn Taking Rhymes (see sheet)	<ul style="list-style-type: none"> • Many people will know these from their own childhood. • Turn taking rhymes help us to decide who will have the first turn in a fair way as the adult does not decide- the rhyme does! • Even the most difficult behaviour children can learn to accept these rhymes as they are fair. • Teach them to children in many situations- starting a game, choosing who goes at the front of the line, choosing which chair to sit on... • Encourage the children to say them aloud with you. Adults need to do the pointing as children are very good at ‘fixing it’ to their advantage!

Asking for Help (see sheet)	<ul style="list-style-type: none"> • Some children see asking for help as a weakness and can be extremely independent. Adults need to encourage children to help them to do 'jobs' using the language "Help Please" Positive praise should be used to reinforce. • Some children will ask for help too frequently to avoid doing things. Skilled adults need to use phrases such as "My hands are busy. Have a go first/ You need to try first". • Use the script provided
First/ Then (see board to attach signs to)	<ul style="list-style-type: none"> • Use to support following of routines • Display in accessible area and refer to frequently • Attach visual signs (with Velcro) to show what is happening FIRST/ THEN • Best used with all of the children • Can be used with individual children too- take the chart to them and show them before any changes in routine (eg: stopping play to tidy up)
Visual Timetable (see sheets)	<ul style="list-style-type: none"> • This is a more detailed version of First/ Then and should be used once the First/ Then strategy is embedded • Display at child eye level or below • Only display half a day's routine (repeat in afternoon) • Put signs on timetable WITH the children as this will help to reinforce what they mean • Continue to use it even when you think they don't need it • Use the ? sign to prepare for changes to routine such as a visitor or new activity
Songs (see sheet)	<ul style="list-style-type: none"> • Use songs to help teach routines such as washing hands, walking inside and extending play • Songs can help new children learn routines quicker as the rest of the children will already know them • Use clear words and sing at a slow, steady pace. • Use simple tunes to make up your own songs to suit situations. Keep them simple and repetitive.
Timed warnings	<ul style="list-style-type: none"> • These allow children time to finish something that they are doing (adults need this time too!) • Timed warnings reduce the amount of cross outbursts and refusals. • Give at least 5 minutes warning before stopping/ changing routines. • Visual sand timers can be used to support this strategy • Good practice shows that warnings given at 5 mins, 3 minutes then 1 minute help children to prepare for change • Countdowns 10-1 when used regularly can help children to understand that change is happening too. • Co-ordinate as a staff. Have one person lead and call time • Try (as much as possible) to stick to real time • For children who find stopping play particularly difficult, support and repetition of timed warnings close-by can help.

	<ul style="list-style-type: none"> • At 1 minute, remind the child that there isn't much time left, do they need help? Take a photo of their work? • Be ready with an instruction and 2 choices as a distraction
<p>Tidy up times- Helping Hands (see sheet)</p>	<p>Tidy times can be a trigger for negative behaviour with some children avoiding, hiding, refusing and continuing play. This strategy promotes team work and allows adults time to model, support and praise.</p> <ul style="list-style-type: none"> • Use first/ then board to show children routine • Use a timed warning to prepare for tidy time • Put photos of children (on hand prints +names) in areas around the room in defined areas. These can be changed daily depending on attendance • Select which children work well together- a good tidier, an organiser, an avoider... • Display photos in the same area for at least half a term (this will allow children to become familiar with the resources and more independent. Photos should be in a group (can be displayed on a background shape such as a large hand/ flower/ grid) • As you begin the countdown announce, "Helping Hands time in...10,9..." Children move to areas. Praise and support. • Announce "Let's get busy" (music can be switched on at this time if used) • Use positive language, choices and praise to support where needed. • Rewards/ collecting tokens for a group reward can be added
<p>Working with parents</p>	<ul style="list-style-type: none"> • Speak with parents regularly. Listen to their concerns and how they manage behaviour at home. • Be ready to offer support, advice and an ear when needed • If a formal meeting has been arranged, consider location, seating, welcoming. • Share successful strategies with parents • Support them to have a go at home too. Agree to meet to share successes/ problems regularly. • Avoid speaking negatively about children in front of them- a communication book can easily be set up if pick-ups and drop offs are rushed. • Try to keep things positive whenever possible and encourage them to do the same. • Aim to always end on a positive note.
<p>Dealing with a Situation (see sheets)</p>	<p>All children have times when they fall out or want something that someone else has. The attached posters and advice sheet can help you (and parents) to deal with these times. Remember to:</p> <ul style="list-style-type: none"> • Remain calm but in control • Isolate (look after) the toy that they are falling out over • Listen none judgementally • Restate the problem and ask for solutions. (At this point

another child may appear with a solution- ask the children what they think about this but do not assume that they will accept it)

- Offer support. Remind them about turn taking rhymes- get them to choose which one (distraction)
- Console/ distract the child who doesn't get a turn first by joining their play or offering a choice.
- Remind the other child how long they have before hand over.
- Stay nearby to praise, support and assist with hand over.
- Praise and model language – “Thank you.”
- Eventually, if you use this strategy consistently and over time, children will be able to sort out these situations independently.