

09.12d Positive behaviour management reminders for Richmond Pre-school

We use Positive Behaviour Management

- Have clear boundaries. Teach routines and display expectations using visual reminders, photographs of nursery rules and routines. Display these in the areas where the behaviours are expected. Make a behaviour / rules book and refresh annually
- Make the environment work for you. Use the outside as much as possible and make carpet / circle time short.
- Catch the children doing the right things and use positive praise as much as possible – praise the action not the child. E.g. 'Fran, good sitting' NOT 'Good girl Fran' – she has no idea why.
- Give clear and simple directions; make sure children know what you expect of them. SAY WHAT YOU WANT TO SEE rather than what you don't want to see. E.g. "Feet on the floor", "walking thanks", "put the train in the box", "It's tidy up time now".
- Use distraction to prevent negative behaviour escalating.
- Think about the language we use, "would you like to ...?" will give the child the feeling they have a choice. Use words like "It's time to ...", or "I need you to ..." Make instructions clear and use "Thanks" after to show that you expect it to be done.
- Avoid confrontation, instead use phrases such as. "What is our rule about?", "Where should you be?", and "what should you be doing?"
- Use sand timers to support child's understanding of time and to facilitate sharing and turn taking.
- Adults to rehearse and model social situations and skills; use small group in context – e.g. during role play.
- Tactically ignore low level behaviour – children need to believe they are being ignored if it is safe to do so to allow them to develop their own strategies between each other (only if this appropriate for the age of the children).
- Give 2 choices then walk away and give take up time, i.e. time for the child to process what you have said. E.g. 'Come inside or you will miss snack'.
- Use logical consequences – e.g. 'If you run you will have to go back and walk'.
- Use a calm tone of voice, slow your speech down and reduce your words e.g. 'Toys in box' 'Coat on', step away and give take up time.
- When necessary, give the child time and space to calm down, then problem solve together – what needs to happen to put things right. Focus on repairing the situation and helping the child to make amends – there is no benefit in forcing a child to say sorry, focus of actions to show empathy.
- Use the Starr analysis (for behaviour) to better understand the behaviour and help to plan a response.
- Whisper to get the children's attention – don't raise your voice.
- Prepare children for change, i.e. Turn the lights off and on to warn children you will be tidying up, then set the 5 minute timer, when the timer runs out, ask everyone to tidy up

Behaviours to encourage

- Walking indoors
- Washing hands after the toilet
- Washing hands after using the mud kitchen
- Putting paper towels in the bin
- Sharing toys and equipment
- Using bikes and scooters on the path
- Helping each other
- Looking after books
- Let the children find their own picture from their tray and their own coat
- Independence – let them have a go

Behaviours to discourage

- Stacking chairs
- Climbing on furniture
- Taking all the photos off of the trays
- Wearing long dressing-up clothes on the climbing frame
- Stacking more than 4 tyres

Practical ideas to help improve behaviour

Kindness Box

Have strips of paper and a posting box, when a good thing is witnessed, write it on the slip and get child to post it. At end of session read all slips in the box.

Develop emotional language

Have a box with images of different emotions. Get children in a small circle to select an image and act out that emotion and then see if they can name it too.

Develop co-operation

Send a child out of the room while an object is being hidden. When they return let the other children guide them to it by stating hot or cold.

Skill up

Children who are more independent will have more self-confidence and generally be less likely to have tantrums, melt downs and behavioural issues.

Teach children how to do things for themselves and give them time to try – don't do it all for them

Use Family Boxes / albums

When a child needs help settling use pictures of their family