

Positive Behaviour Strategies



✓ **Focus on the positive.** We use the word '**stop**' as this is more of a command than 'no', you are asking the children to do something rather than just saying a word.

✓ **Talk at your child's level** – this includes developmental level and height. Get down to their level and give good eye contact, encouraging your child to look at you too.

✓ Use **clear, simple language** to give instructions.

For example: Child's name...can you put the books, in the box, please. Give visual clues, such as pointing to the books and then the box. This can be simplified further: Child's name...books, box, thank you.

✓ Give lots of **praise**, telling the child what they have done well. Give visual gestures such as 'thumbs up'.

For example: "Well done! I really like it when you put your toys away".

✓ We also use lots of visual prompts such as the above hand gesture for 'stop', pictures that indicate sitting and listening time and sand timers to indicate 5, 3 and 1 minute. **Always give a warning** before a change, **for example:** "In 5 minutes we need to get our shoes on and go to the shop."

✓ Try to **ignore the unwanted behaviour** (intervene if the situation becomes dangerous for the child or others), instead use distraction.

For example: If your child is running and you wish for them to walk then start a dialogue such as: "I bet you can't walk like I do?!" "Oh wow, look how well is walking!". Always praise them once they have followed the instruction.

✓ **Make it fun!** Make a game of 'must do's'.

For example: When tidying up set your child the task of picking up a certain amount of toys, put a song on the radio and see if they can tidy up before it finishes, or have a race between yourselves as to who can finish the job first.



✓ Set **clear boundaries** that are at the child's level.

For example: At nursery we use the three golden rules- Good looking, good listening, be kind. As the children develop their understanding you can explain a little more in depth what the boundaries are and why we follow them. This is also important for activities, for example- we follow a rule of 4 at nursery, there is space at each table and activity for 4 children so we use this rule of 4 consistently throughout the day.

- ✓ Encourage your child to get involved in tasks.

Children love to help!

For example: At the supermarket for the weekly shop, set them little tasks to do such as finding a certain item or letting them cross the items off the shopping list. Depending on their age you could encourage them to write their own list!



- ✓ If you've tried all of the above and your child continues to not engage with you then you could use the same strategies as we do at nursery. With each step the language becomes simpler and clearer so as to give the child clear instructions.

We follow these simple steps:

1. Polite warning- "Child's Name, stop, you need to sit down whilst you're eating."
Dependant on the child's age and stage of development you can also tell them the reason why they have to follow the instruction. This is important as we wouldn't do something as an adult if we didn't understand the reason why.
2. Again a polite warning, "Stop, you need to sit down."
3. A final warning, "Stop, sitting, please." You can also give a consequence. Such as "If you do not sit down, you will have to stop eating until you can sit down."
4. Forth step is to intervene and follow through with the consequence. If a child continues unwanted behaviour then we do remove them from the situation, such as guiding them to another activity or area of the nursery room. This step is dependent on the situation, if your child is at risk of harm or of harming someone else then you may choose to remove them from the situation immediately.

It is only on severe circumstance that we will ever sit a child out, such as repeated unwanted behaviour, repeatedly not following the golden rules or harming another child.

In these situations, the adult always stays with the child, and then explains to the child why they were sat with the adult. We encourage the child to tell us why they were sat out and removed from the situation. The child is only ever sat with an adult for a maximum of 2 minutes as they are still very young and may not understand fully why they have been removed from the situation.

We always follow through with the 4 steps, **consistency is key.**