



Behaviour leaflet

Introduction

As staff, we are often asked how we deal with the children's behaviour at Pre-school. We have decided to put together this leaflet to provide you with this information, which we hope you will find useful.

Visual rules: We have two sets of visual rules that are on display in the main room and in the quiet room. These are used at the beginning of each term to remind children of our rules, which place an emphasis on being positive. We also use them to show the children how to behave appropriately during play times. You are more than welcome to have a look at these at any time and they are also available to download from the documents page on our website.

Positive reinforcement: When the children show good behaviour we use plenty of positive praise (placing lots of emphasis on tone of voice and being slightly over the top helps this), even if it's for something very small like passing a bowl of fruit at snack time. Giving lots of praise will help the children to feel pleased with themselves and feel valued, which means that they are more likely to repeat that behaviour again. By giving simple comments such as "You are so clever", "Well done", and "Thank you very much for your help" can also help to build confidence and self-esteem.

Rewards: We use rewards such as stickers and occasionally certificates, but ensure that we give these straight after the good behaviour so it has a greater impact. Even clapping the child well done can be a good reward.

Distraction: This is ideal for younger children as it distracts them by drawing their attention to something else.

Ignoring: We sometimes ignore inappropriate behaviour, as some children will use this as a way of attracting attention, even negative attention can be seen as a reward to a child. It is vital to avoid becoming cross by

telling the child off as you may inadvertently reward their undesired behaviour and they are more likely to repeat it. By ignoring certain behaviours, we deprive them from the attention they are looking for, and they will eventually stop.

Using facial expressions & body language: By giving a child a certain look or body stance, demonstrates disapproval of unwanted behaviour. These have to be genuine as the children will 'see straight through' them and will not take these seriously.

Saying 'No': We use this carefully, because if used too much or too little it will lose its effectiveness. When this is used eye contact must be maintained with the child.

Removal of Equipment: This is used when the children are using toys inappropriately as they may break, or have been thrown at window or if there is a threat of hurting themselves or others. We also explain to the child why the toy or equipment is being removed.

Time out: We use this when a child starts lashing out or has a tantrum. The staff will take the child to a quiet area where they can calm down and compose themselves, out of sight from the other children. A member of staff stays nearby to monitor the child and keep an eye on them. When the child calms down, the staff will talk calmly to the child about why they were removed and why. The child may be asked to say sorry if they have done something wrong and the staff will thank the child for calming down and allow them to return and play.

Choices and consequences: When the staff see inappropriate behaviour they may talk to the child and ask them to make a choice e.g. "Danny I can see that you are throwing sand, which might go into the others children's eyes, so I'm going to give you a choice. You can either stop throwing the sand and play in the sand tray or you can continue to throw the sand, but if you do you will have to play with something else, you choose?". This offers the child the opportunity to take responsibility for their actions and learn from the consequences. If the child continues to throw the sand then the staff would guide Danny away to play at another activity, whilst asking "Danny why did I take you away from the sand?". Older children will be able to give the correct answer, although younger children

may need some assistance. It's important that the consequence is one that will be carried out (taking Danny away from sand tray), as if this is not carried out then there will be no significance to the consequence. Staff will then explain why the behaviour is unwanted.

This strategy has to be worded with age appropriate language e.g. simple for younger children to understand, so that the children will understand what is being explained and said to them.

A Good Role Model: Children learn how to behave by watching those around them. By demonstrating appropriate behaviour and leading by example, we can motivate the children to copy, practice, remember and revisit our demonstrated actions. By rewarding their good behaviour that they copy, they will be more inspired to show this behaviour again.

Please have a look at this You Tube clip called 'Children see, Children do' to see how easily children learn behaviour from those around them:
<http://www.youtube.com/watch?v=7d4gmdl3zNQ>

The 'N' word: The staff do not approve of using the word "naughty" with or in front of the children, as this is a negative word which can reinforce unwanted behaviour. This word can also be used by the children to label another child. As this is seen as discrimination, the staff immediately respond to any comments by reminding the children that "child A is not naughty, he/she just finds it difficult to share and we have to help them to by showing them how to share and take turns". By turning the negative remarks into a positive, we can challenge the children's views and help them to look at other children differently and give them some responsibility by acting as good role models themselves.

Although we are aware that we can never completely avoid the 'N' word, as it is found in many children's story books etc, we can hopefully minimise the risk of it being used inappropriately.

Giving Feedback on behaviour: The staff are always happy to give feedback on your children's behaviour, but at the same time we try not to dwell on the negative behaviour too much. This is because we are aware that your children hear what we say to you at the end of the day, which can also help to reinforce their negative behaviour, so we may approach this quietly or out of ear shot of your child.

If you have any concerns about your children's behaviour or wish to find out more about our behaviour strategies, then please speak to a member of staff and they will be more than happy to give you more information.

Tools for promoting Social learning: The HighScope approach gives adults the tools they need to help children to develop strong and positive relationships with adults and peers. Teachers learn how to create a positive climate in the classroom as a foundation for social learning. The social skills children develop in HighScope programmes contributes to their readiness for school and their ability to meet a variety of challenges throughout their lives.

Nurturing Social Environment: Creating a warm and nurturing environment in Pre-school not only helps children form trusting relationships with others but also promotes learning in all areas. Surrounded by a positive and supportive classroom climate, children are likely to become engaged and motivated learners. Within this environment, activities and interactions are planned round the **key development indicators (KDis)** in social and emotional development.

KDis in Social and Emotional Development.

- **Self-identity.** Children have a positive self-identity.
- **Sense of competence.** Children feel they are competent.
- **Emotions.** Children recognise, label, and regulate their feelings.
- **Empathy.** Children demonstrate empathy towards others.
- **Community.** Children participate in the community of the classroom.
- **Building relationships.** Children build relationships with other children and adults.
- **Cooperative play.** Children engage in cooperative play.
- **Moral development.** Children develop an internal sense of right and wrong.
- **Conflict resolution.** Children resolve social conflicts.

Learning to Resolve Conflicts: Helping children manage frustrations and resolve social conflicts is an area of social learning that is often particularly important to teachers. Teachers find that HighScope's six step conflict resolution process is especially useful. The six steps summarized below

are used to help children settle disputes and conflicts. Children can often carry out sequence on their own by program's end.

Conflict resolution steps.

- **Approach calmly, stopping any hurtful actions:** Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
- **Acknowledge children's feelings:** Say something such as "You look really upset", let children know you need to hold any object in question.
- **Gather information:** Ask "What's the problem?" Do not ask "Why" questions as young children focus on that what the problem is rather than understanding the reasons behind it.
- **Restate the problem:** "So the problem is..." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgemental ones (such as "stupid") if needed.
- **Ask for solutions and choose one together.** Ask "What can we do to solve this problem?" Encourage children to think of a solution but offer options if the children are unable to at first.
- **Be prepared to give follow up support.** Acknowledge children's accomplishments, e.g., "you solved the problem" Stay nearby in case anyone is not happy with the solution and process needs repeating.

Adults respect children's ideas for solving problems, even if the options they offer don't seem fair to adults. What's important is that the children agree on the solution and see themselves as competent problem solvers.

Thank you very much for taking the time to read this leaflet. If you have any questions, then please speak to your child's key person or a member of staff.