



Establishing Good behaviour at Daisy and Rainbow

This is a copy of the key principles that we use with the children. We hope you will find it useful to know how we are working with the children. Consistent messages work extremely well with children - you may find it useful to adopt some of the language and methods we use at home - Give it a try and let us know how you get on.

Positive behaviour support

We work with a THRIVE approach which offers support to all children. THRIVE focuses on supporting the child's optimum development and emotional wellbeing.

Within the principles of THRIVE, we use four key strategies

- attunement
- containment,
- soothing
- validation

We understand the importance of children hearing praise to reinforce when they are doing the right thing. This builds on success and has a very positive effect on their self-esteem. We also know children respond very well when they hear others being praised who are modelling appropriate behaviour.

A child needs to hear at least 5 positive comments to 1 negative.

We work with the principle that positive repetition is essential for developing children's neural pathways. We make children feel special and safe through continued and consistent approaches. We know it takes time.

For children to receive consistent messages from adults regarding appropriate and inappropriate behaviour, we ALL need to be clear about our expectations. We use a set of clear boundaries to support children.

Our Golden rules:

- Kind hands
- Kind feet
- Kind words
- Sharing is caring
- Listening ears
- Walking inside
- Staying Safe

A full-sized copy of the Golden Rules is enclosed for you to display at home if you wish - let your child colour it and we will gladly laminate it for you!

Rewarding Good Behaviour - Catch them when they are being Good!

- Thumbs up
- Stickers
- Adults loudly praising the positive behaviour - catching children being good
- 'Let the child hear again, what you would like them to do e.g. I know you are about to put the bricks in the box thank you (when the child hasn't actually started)
- Giving children special jobs when they have behaved well e.g. "You can feed the fish today because you have played so well"
- Gently resting a hand on a child's shoulder while you praise them

- Letting children know you are pleased with them by smiling/eye contact/gestures/ humour

Responding to Unwanted Behaviour

- Children are given a choice e.g. two options which both result in a desirable outcome
 - Either you get down off this table or I am going to help you
 - **First**, you help tidy up **then** you can go outside.
 - Praise the child for making the right choice
- Ignore the negative behaviour and praise the positive. Praise the child who is doing the right thing loudly and by name saying what they are doing right
- Counting - remind the child of what is it you would like them to do, then start counting backwards from 5 and if you get to 1, give them a choice
- Distraction techniques e.g. introducing a different toy; moving a child on to a new activity; humour; singing a song
- When adults address a child, the adults will talk to the child at their level.
- Gently resting a hand on a child's shoulder while you explain something to them
- In any case of unwanted behaviour, it will always be made clear to the child or children in question that it is the behaviour, and not the child that is unwelcome.
- Adults will use attunement. They will mirror the child's emotions, name their emotions using a voice which is like the child's but a calm version.
- If a child is presenting potentially harming behaviours to themselves, other children and/or adults, we believe in both containing and soothing the child using positive holding. (Ask us

more about this) If a situation occurs where your child has hurt another child, take your child who has been aggressive on your knee and hold them there, talking to them calmly - reminding the child 'I am the adult, I can keep you safe'. In this situation the child who has been hurt will also need comforting

- Children sometimes can resolve the conflict without adults being involved - we notice and reward this behaviour.

Acknowledging and validating emotion

Young children are learning about their emotions and should be encouraged to recognize the way they are feeling.

- Use the language and name the emotion: happy; sad; excited; worried; cross; disappointed; proud; respect.

We use an approach with children called SOLA which stands for STOP - OBSERVE - LISTEN - ATTENDS

When we use the phrase attends - we are referring to bobbing down to the children's level and using a commentary or narrative to support their child initiated play.

The narrative does not involve any questioning or instruction; it is purely a running commentary giving the child a positive verbal account of their play. We may say 'I really like the way you are carefully lining up those animals.' If the child presents some unwanted behaviour during this time, the adult ignores this and withholds their attention for a short while.

This is a lovely approach to use with your own children which enables your child to take the lead in their own play - it is well worth a go and will really build your child's self esteem.

Any questions? - Please ask us!