

Disclaimer: Activities with children must always be risk assessed, including for allergies or choking. Children must always have adequate supervision. Resources and materials must always be appropriate for children's age and stage of development.

Positive behaviour strategies

There are a range of factors which can affect a child's behaviour.

These top tips will help you to review your provision to ensure it is a safe emotional environment where children are supported to understand and manage their emotions.

1. As a staff team, review the language you use to describe children's behaviour and reflect on how this may impact your practice
2. Discuss the following statement: 'All behaviour is a form of communication'. Explore what this means for the child and for how staff will respond to a child struggling to deal with strong emotions. Consider what children may be trying to communicate and use this discussion to develop behaviour strategies for all staff
3. Ensure staff develop secure attachments with children and consider what happens if a bond does not form. Is there another staff member who can offer trust and security for the child?
4. Parents know their child best; encourage open communication so that valuable information can be shared, including any reasons for changes in behaviour or successful behaviour strategies used at home
5. Consider the physical environment in terms of lighting, sound and noise, colour schemes, social aspects, cultural aspects, etc. Identify if there are any areas that cause conflict and how they can be adjusted
6. Review the resources on offer and think about whether they meet children's needs, prevent conflict, whether they can be transported and if there is adequate space for individuals, pairs or small groups
7. Think about the rhythm of the day, with opportunities for children to be physically active and to rest, where children can have choice and follow their interests. Reflect on the balance of these times throughout a session and on support for transitions (both expected and unexpected)



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8. As a staff team, review your boundaries and expectations, according to children's developmental stages. Where possible, involve children in developing these and display them in rooms, referring to them regularly. Ensure they are framed in positive language setting out what children are expected to do, e.g. we walk indoors, we look after each other. Make sure children receive positive feedback when they have been noticed following the rules, e.g. "Well done, George, you shared the dough"
9. Consider how your staff support children to identify their emotions, name their feelings and employ strategies helping children to regulate and calm themselves. Ensure your staff recognise that strong emotions can be positive or negative, e.g. excitement, frustration
10. If regular physical intervention is required to support a child's emotional/behavioural needs, identify if the child has additional needs and liaise with relevant professionals for staff training.

NDNA products to support you with these tips

- [Positive behaviour in early years](#) – live virtual classroom training
- [Biting: Responding Sensitively](#) – online course.

Find more resources at www.ndna.org.uk/hub/myndna