

# **A guide to positive behaviour**

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**Information for Parents and Carers.**

# What Is Positive Behaviour?

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- Positive behaviour management is rewarding and showing attention to a child when they are behaving 'well' or displaying good behaviours, such as sharing, listening or showing patience.
- This is instead of only using sanctions and consequences when they display negative behaviours such as hitting, not listening or displaying challenging behaviours.

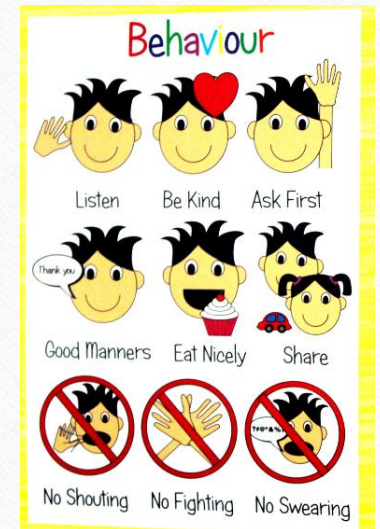


# What Is 'Good' Behaviour?

- Good behaviour is not just about the absence of bad behaviour.

We recognise good behaviour in children who:

- want to learn
- want to flourish as individuals
- have a positive attitude towards school, clubs and home life
- show kindness
- feel encouraged and supported
- have positive relationships with peers



# **Why Does Better Behaviour Lead to Greater Success?**

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1. Children achieve more inside and outside the home and classroom
2. More time is spent learning from both home and school environments
3. Children will develop social skills to help them to be established and comfortable in society as they grow up.

# Where to Begin?

## The Three Rs

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- Routines – expectations and consistency are key.
- Responses – strategies to deal with behaviour should be in place, both for positive and negative behaviours.
- Relationships – understanding our own behaviour/emotions will help us to help others and be understanding of the circumstances that affect our children.



# Routines



- Having clear and structured routines builds an environment for clear boundaries and positive behaviour.
- Children will be more comfortable and relaxed in a safe environment, that has familiar surroundings or objects and also when they know the routine or schedule of each day.

## Top Tips

Each morning at breakfast, describe the day ahead;

- Have a set bedtime routine so that children relax as they go through the process of getting ready for bed and are ready to sleep
- Have a checklist at the door of items the child needs when leaving the house, such as jacket, shoes and bag;
- Have the same chores on the same day each week, e.g. wash the dishes on a Monday and sweep the kitchen floor on a Tuesday;
- Have a family calendar with each family member's name. Encourage children to read the calendar for the week so that they know where everyone is and when.

# Responding to Positive Behaviour

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Try some of the following to shift your focus to positive behaviour:

- give lots of **specific praise** for good behaviour – tell the child what about their behaviour was good;
- use **positive body language** by smiling and showing the child you're paying attention;
- give the child **individual attention** so they feel valued;
- set a **good example** and be a good role model;
- **listen** to what the child has to say.





# Responding to Positive Behaviour

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- reward good behaviour with a high five or thumbs up, special treats, allowing the child to choose the next activity and otherwise celebrating the child's actions;
- use a good behaviour chart to give the child **recognition** for listening, helping, sharing and more
- **explain** how you feel when your child behaves certain ways;
- use simple, **clear instructions**;
- have a sense of humour!



# Responding to Negative Behaviour

Distract	Remove your child from the situation and give them an alternative activity.
Ignore	Depending on the situation, ignore the inappropriate behaviour if no one is in danger and you feel it is being done to get a reaction.
Discuss	<p>If your child is able to understand, discuss their behaviour with them and try to help them appreciate the consequences of their actions towards others.</p> <p>Be clear that it is their behaviour that you do not like, not them.</p> <p>When discussing, make sure to sit or kneel at their height so you can discuss it with them at their eye level.</p> <p>This may work best after the incident when everyone is calmer.</p>

# Responding to Negative Behaviour

Refocus	<p>Remove your child from the activity and sit them quietly for a few minutes to calm down or refocus.</p> <p>A sensory bottle can be a good timer for this with younger children.</p> <p>When they return to the situation or activity, treat it as a fresh start.</p>
Remove	<p>Withdraw treats or privileges as a consequence for inappropriate behaviours.</p> <p>Prior to this, make it clear that this will be a consequence: 'If you continue to do [behaviour], you will lose [treat/privilege].'</p> <p>You can also phrase this as giving your child a choice, as long as it's something you will follow through.</p>
Validate	<p>Show the child you recognise and validate the feelings that have caused them to act out but let them know that the way they are acting is not appropriate:</p> <p>'I see that you're really angry with your baby brother and you want to hit him but I can't let you do that.'</p>



# Positive Language

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- Use positive language to tell the child what behaviours you want them to do.
- Give them your clear expectations of how you expect them to behave positively. This means there will be no confusion over how they should be behaving.

Try to avoid 'Can you' questions when telling a child what to do as the child could simply answer, "No!".

# Positive Language

Instead of...

Say...

Don't do that.



Do this instead, thank you.

You're being naughty.



Show me how you sit quietly.

Behave!



It's time to walk holding my hand.

Stop it!



Show me that you can do this.

Can you stop screaming?



Use a quieter voice.

There's nothing to be scared of!



Tell me what you're nervous about.

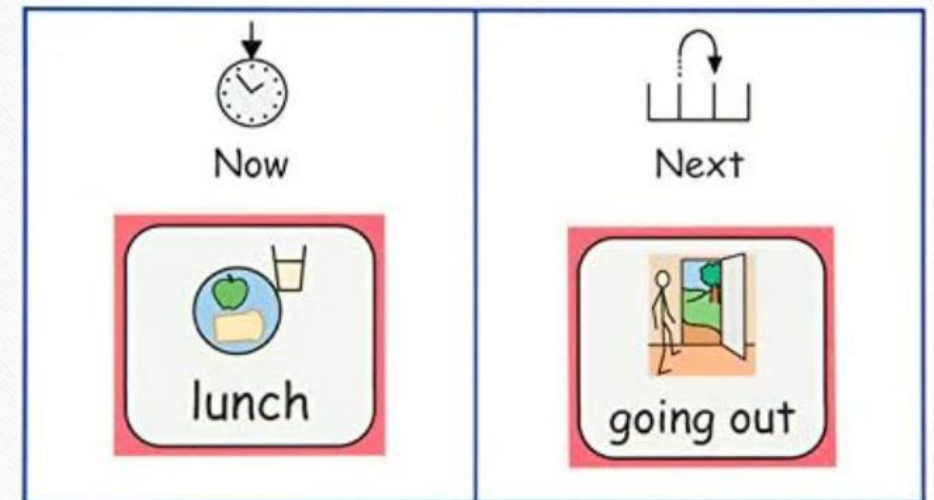


# Now and Next boards

Now and Next boards are a visual strategy to help children understand and complete desired tasks. It is almost like a list of jobs to do!

Who might benefit from a 'Now and Next' board?

- A child who has difficulty in understanding spoken questions, e.g. 'What comes next?' and "What do I need to do?"
- A child who has difficulty finishing one activity and starting another.
- A child who has difficulty with transition and small changes.
- A child who has limited attention skills



# Reward charts

Reward charts name or show a positive behaviour or goal you want your child to achieve – for example, saying ‘please’, setting the table or doing up their own shoelaces.

Reward charts are a powerful way of:

- encouraging positive behaviour, like cleaning teeth without fuss
- discouraging challenging behaviour, like hitting
- rewarding your child for practising new skills, like staying next to the trolley when you’re shopping.

