

Behaviour

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Aims

- To understand what we mean by behaviour
- To identify what children need in order to behave well;
- To discuss the most common difficult and dangerous behaviours, possible reasons for them and how to support children with them.

Good PSED means children...

- develop a positive sense of themselves & others
- form positive relationships and develop respect for others
- develop social skills and learn how to manage their feelings
- understand appropriate behaviour in groups
- have confidence in their own abilities



What makes us misbehave?

We need to understand the
REASON
before we can effectively
work out
HOW TO HELP.

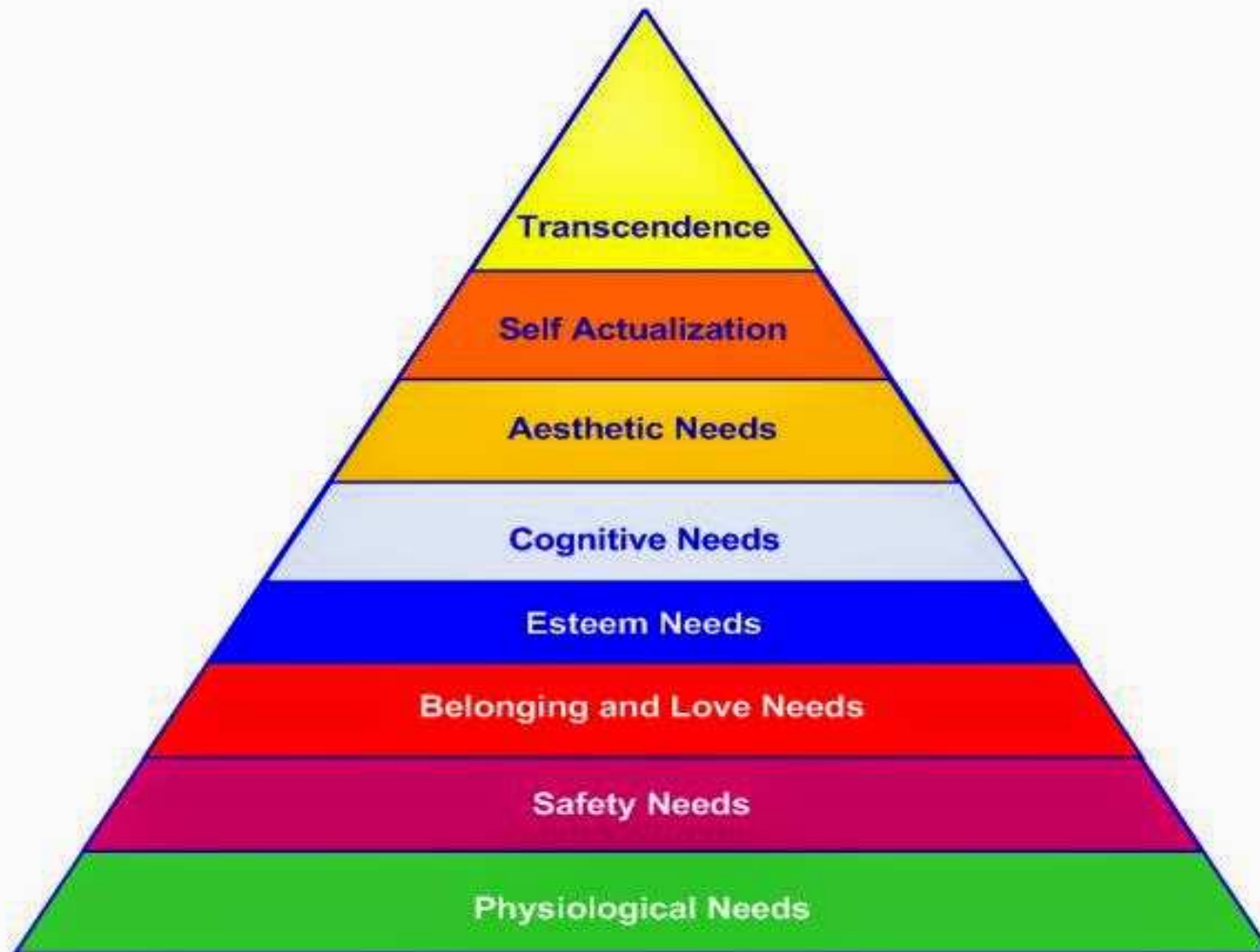
The reason and the help
MUST be linked.

Understanding the conditions children need to 'behave well'

- Using the reasons to find the solution
- **Stages of emotional development that affect behaviour**
- Atmosphere
- Key person and attachment
- Expectations
- Stimulating learning environment
- Wellbeing and involvement

Maslow's hierarchy

MASLOW'S MOTIVATION MODEL





FLIP
YOUR LTD

Atmosphere for emotional development

P = Playful

L = Loving

A = Accepting

C = Curious

E = Empathic

Dan Hughes, Psychologist & Author
(referenced by Thrive Approach)



Attachment and the key person



Imaginary piece
of elastic

Secure base
from which to
explore

Vital emotional
trust

Unconditional

Positive relationships

- With children
- With parents
- With other staff



Expectations and rules

Discuss and note down your expectations for children's behaviour in your age group

Realistic?

Are these matched to the children's broad stages of development?

Clear to all?

Do you all agree?

Do the children agree?

Are there agreed rules?

How are rules used?

Being consistent

All children, but particularly those who are struggling, may be confused by mixed messages from adults.

Can you give some examples?

An 'enabling environment'







Vital adult/child regulatory role

- **Attune**

Show you've noticed, show you understand they are experiencing a difficult feeling, show you're tuned in.

- **Contain**

Show that you get it and that you can handle it with them/for them. Give words for what they are experiencing – make it tangible.

- **Soothe**

- **Validate**

Show you understand their point of view and how it made them feel.



EABC

Environment
Antecedent
Behaviour
Consequence

What can we do and where can we start?

Setting	Trigger	Action	Result
When, where, who with?	Why does it happen?	What does the pupil do?	Outcomes of behaviour?

Effective behaviour support

- Positive approach and ethos
- Positive strategies
- Helping children to identify feelings and emotions in everyday situations
- Supporting children expressing intense feelings
- Age related expectations

What we do, makes a difference

The EPPE project found that good quality settings:

- have practitioners with a positive outlook
- work together to provide a consistent approach
- use positive behaviour management
- see conflict as an important chance to teach children.

Staff supporting each other

- Recognising the challenge
- Working together consistently
- Learning together
- Giving each other time and respect

Any questions?

