

Behaviour in the Early Years - Some Possible Strategies



Nottinghamshire
County Council

Children and Young People's Services

Rising Noise Levels

- ☺ Teach children about loud and quiet through stories and songs:

Goldilocks and the three bears

Billy goats gruff

Where the wild things are

5 little peas

Roly Poly

Wind the bobbin up

Mousy Brown

If you're happy and you know it

- ☺ Get the children to explore their voices with adults giving the vocabulary e.g. loud voices/quiet voices.

- ☺ Use musical instruments to explore loud/quiet.

- ☺ Use whole body language to demonstrate loud (big whole body shape or spread fingers), quiet (tight whole body or closed fingers).

- ☺ Have the 'Talking Quietly' rule as focus for behaviour. Tell children you are going to be looking for children who use quiet voices inside. Link all praise and reward to this.

- ☺ Use noise level indicator to show what is expected.

- ☺ Tape children's play with different noise levels use this to illustrate what noise level is appropriate.

- ☺ Adults use the level of volume desired.

Moving between activities/rooms

- ☺ Limit time spent lining up

- ☺ Give plenty of space for children

- ☺ Have a photograph or picture of children lining up to give cue

- ☺ Praise children for standing with hands by their sides

- ☺ Have adults deployed to get the children to count how many girls etc/sing songs/do action rhymes to keep children busy

- ☺ Have a medal or sticker for child to lead line and to be at the back

- ☺ Or have a leader's hat

- ☺ Keep a record to keep this fair

- ☺ Count down to moving away

- ☺ Use real objects to anticipate what is coming next e.g. holding up book for story time

- ☺ Have photographs showing main function of a room

Children who constantly squabble!

- Wherever possible ensure there is a reasonable level of resourcing e.g. balls outside, sand in tray
- Limit the time each child can use a toy by using a timer to show changeover time (especially useful when toys are new or very popular)
- Put up a list for children to write name/make mark on to get a turn
- Let children use their name cards to show they want a go and to see who is waiting

Limit the number of children who can access an activity by:

- Putting up signs with number and picture to show how many can play at a time
- Using hats/crowns to limit the number of children at an activity
- Putting out correct number of aprons for an activity e.g. water play aprons that are one colour, hung up near the activity and limited to number you want to play
- Name cards and limited slots. These rules will need to be discussed with the children and constantly reinforced through reminding, praising and modelling. Don't forget to re-teach these when you have new intake.

Tidy up time

At tidy up time try some of these ideas:

- ☺ Special tidy up music/song used to accompany activity.
- ☺ Use visual cues to back up verbal instructions e.g. red traffic light to stop, green light to show start of tidying up for everyone.
- ☺ Use visual cues to support children whose language skills are not so well developed e.g. photographs of children tidying up.
- ☺ Use specific simple instructions to break down "tidy up", e.g. put the cars in the box.
- ☺ Have set routine so that children learn what comes next. Have a visual timetable to reinforce the routine of the day.
- ☺ Use drum beat to indicate time to tidy away.
- ☺ Praise and reward children who tidy up. Be specific in praise, e.g. well done Joshua you have put the bricks in the crate.
- ☺ Use a warning e.g. a sand timer showing children they have 5 more minutes of play before they will be expected to stop.
- ☺ Clearly label boxes with pictures of toys.
- ☺ Have older children and adults as role models to copy.
- ☺ Use symbols of an area to show children what area they are to tidy away

Children who constantly want to be first!

- Give a medal or sticker to leader for the day or session
- Have a leader's hat
- Keep a record to keep this fair
- Have photographs of children lining up to give visual cue to reinforce instructions
- Best of all have the adults deployed to minimise queuing up!



Moving about songs

Lets make a line diddle diddle
Let's make a line
When we are ready diddle diddle
Things will be fine

(Sung to tune Lavenders Blue)

Heads and shoulders in the line, in the line
Heads and shoulders in the line, in the line
And eyes and nose must face the front
Heads and shoulders in the line

(Sung to tune of Head, shoulders, knees and toes)



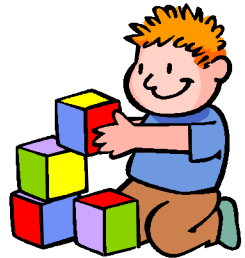
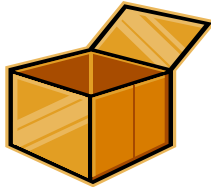
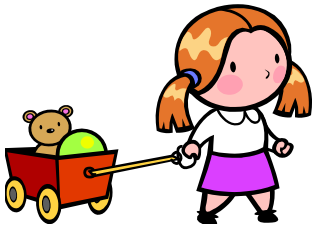
Tidy up songs

This is the way we pick up the bricks
Pick up the bricks, pick up the bricks
This is the way we pick up the bricks
Ready to go outside

**(Sung to the tune of 'Here we go round the Mulberry Bush'
- Change the toys to be picked up as appropriate)**

Are you helping? Are you helping?
Pick up toys. Pick up toys.
Let us all be helpers. Let us all be helpers
Tidy up, tidy up

(Sung to the tune of 'I hear Thunder')



Squabbles over new toys/activities

- ☺ Where ever possible ensure there is a reasonable level of resource. e.g. balls outside, sand in tray.
- ☺ Limit the time each child can use a toy with a sand timer or kitchen timer.
- ☺ Put up a list for children to put up name card or write name to show they want a go.

Limit the number of children who can have access to an activity by;

- ☺ Putting up signs with number and picture to show how many can play at a time.
- ☺ Use hats/crowns to limit number of children at an activity.
- ☺ Put out correct number of aprons for an activity.
- ☺ Name cards and limited slots.