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| **Behaviour checklist** | **Tick** |
| **Praise**  Do I use Positive Praise to reinforce expected behaviours? Am I using high fives and smiles when the child is showing expected behaviour? |  |
| **Golden rules**  Do I Reinforce the golden rules every day and use visual support when challenging behaviour in a positive manner? |  |
| **Ignore**  Do I Ignore low level behaviour to show that attention is gained positively rather than when negative behaviour is shown? |  |
| **Being consistent**  Am I consistent in responding to behaviours and actions/routines in the same way each time? Do all family members and carers of children follow the same strategy? |  |
| **Self-regulation**  Does the child have an opportunity to calm down before being spoken to? Is there a safe place in the room that can help the child calm and regulate their emotions quietly? Do I have resources to aid self-regulation? |  |
| **Emotion coaching**  Am I modelling emotions for the child? Am I naming emotions for the child? Am I normalising emotions to let children know that it’s ok to feel these emotions? |  |
| **Mixed messages**  Do I say to children “don’t do that good boy”? Or do we provide a clear message every time? |  |
| **Listening**  Do I listen to what the child is saying? Do I understand what are they communicating when they show a behaviour? Do I try and work out why are they acting like this? What will help de-escalate the situation? |  |
| **Instructions**  Have I tried not saying no? Do I give clear instructions? Do I ever use *First* (tidy up) and *Then* (you can have the doll you wanted). Am I clear in what I want and what I am saying? |  |
| **Special time**  Do I need to provide special time for a child? Would they benefit from someone to one time with an adult which is unconditional? |  |
| **Rewards**  Do I think about what the child likes? What can be used as a motivator? Is the reward easy to earn to begin with? Am I ensuring this is a reward and not a bribe? Will a reward work? |  |
| **Parental involvement**  Are parents concerned? Are concerns logged and dated? How are the parents coping? Are there social factors affecting the child’s behaviour at home? |  |
| **The incredible years**  Do parents require a 12 week course to help them develop positive parenting skills and strategies for understanding and managing a child’s behaviour in a fun and supportive way. |  |
| **Behaviour support plan**  Have I created a support plan that all the staff follow? Does it support teaching the child the expected behaviour? Are parents involved in creating this plan? |  |