

Transforming Behaviour Guidance

What does my
behaviour tell
you and how can
you help?



September 2025
Early Years and
Childcare Service

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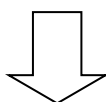
What is behaviour?

Behaviour means different things to different people. It can change according to how we are feeling, to situations, people we are with and places we are in. **Behaviour is always a response to feelings.** The way behaviour is responded to can have either a positive or negative impact on the personal, social, emotional, and cognitive development of adults and children.

What is crucial is that the way behaviour is 'taught' and responded to, must be seen to be **'fair'**, to both adults and children. For that to happen, a shared understanding needs to be agreed about what behaviour looks like in your early years setting.

Initial Reflection:

- Who makes the rules and who agrees with them?
- What rules are important in your setting? Are these the same inside and outside?
- Do all adults and children put the rules into practice? If not, why?
- How are rules (the what) and expectations (the why), communicated, understood, and agreed between adults and children and families?
- How do these become embedded into daily routines?
- What are the consequences if the agreed behaviour(s) are or are not happening?
- What do you want the children and adults to do and why?



How can staff be supported to:

- Become increasingly aware of the impact of their perception of the behaviour, body language, beliefs, and feelings?
- Understand appropriate expectations and typical developmental milestones for the age of children they are working with and children who are neurodiverse?
- Identify practical ideas for helping children to do more desired (safe) behaviours and fewer undesired (unsafe) behaviours?
- Understand theories behind behaviour and neuroscience?
- Share the behaviour policy with parents and carers, so they are reassured that you will keep their child safe and do not feel judged?

Next steps:

Legal framework and guidance

It is the responsibility of all settings to follow statutory guidance for 'Supporting and Understanding Children's Behaviour' as outlined in the Department for Education '[Statutory Framework for the Early Years Foundation Stage](#)'.

- *3.73 Providers are responsible for supporting, understanding, and managing children's behaviour in an appropriate way.*
- *3.74 Providers must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being. Providers must take reasonable steps to ensure that corporal punishment is not given by anyone who is caring for or is in regular contact with a child, or by anyone living or working in the premises where care is provided. Any early years provider who does not meet these requirements commits an offence. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence) if physical intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.*
- *3.75 Providers must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.*

[Development Matters](#), the non-statutory curriculum guidance for the early years foundation stage, includes observation checkpoints. Using these, alongside milestones of typical child development, may support in identifying help that children may need so that you intervene early and work with parents, carers and other professionals.

Possible underlying causes of behaviour

Safeguarding:

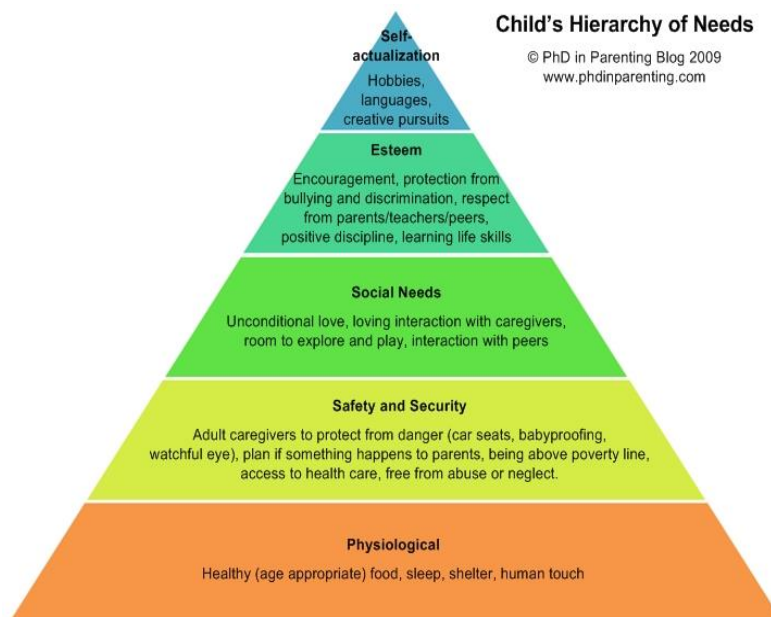
When considering possible underlying causes of behaviour, focus on the following questions first:

- Are there any safeguarding issues in the home /setting such as emotional abuse, physical abuse or neglect?
- Is the child witnessing domestic abuse in the home or seeing inappropriate material through electronic games or the internet?
- What is your 'professional curiosity' telling you?
- How does the DSL ensure all staff are updated according to Annex C of the Early Years Foundation Stage statutory framework?

Further information on safeguarding issues are available at the [Suffolk Safeguarding Partnership](#) and case reviews at [NSPCC](#).

Basic Needs:

Are the child's basic needs being met (thirst, hunger, warmth, rest) to allow learning to take place? [Maslow's 'Hierarchy of Needs'](#)



What need is the child displaying through their behaviour?










Child psychiatrist and educator, Rudolph Dreikurs (1897-1972), believed that people are motivated by their need to belong. When a child misbehaves, he suggests that this is a result of feeling a lack of belonging to the social group and that the child will act from one of four 'mistaken goals'. These four 'mistaken goals' are: the need for attention; power; revenge or avoidance (inadequacy). [Four goals of misbehaviour -](#)

[Self-Transcendence](#).

Other possible underlying causes of behaviour:



| Behaviour | Useful things to know about the child's lived experience | Where to find out more: |
|--|---|--|
| <p>Relationships</p>  | <p>Was the child born at full term or prematurely?</p> <p>What is the child's previous experience of being left? How did the child respond when their parent left them in the past?</p> <p>How will you plan time to develop connection and relationships between key persons, child and parents before the child is left with you for the first time and at transition points?</p> <p>What special friendships or connections to other people (or pets) has the child formed?</p> <p>How do adults show that they like being with the child?</p> | <p>Attachment theory</p> <p>Penny Tassoni offers an approach called Settling in without tears - https://www.youtube.com/watch?v=mF7UcRVqdGo</p> <p>Grow my child resources - Working with parents – Suffolk Learning.</p> |
| <p>Family</p>  <p>(Be aware of using correct terminology).</p> | <p>Are the basic needs of the child and parent/carer being met?</p> <p>Have other professionals supported the family?</p> <p>Have any changes happened or due to happen to the family structure?</p> <p>What do you know about the home culture?</p> <p>How do the parents/carers describe the child?</p> | <p>Maslow's hierarchy of needs.</p> <p>Joint working with multi agencies: https://www.suffolk.gov.uk/children-families-and-learning/eha</p> <p>What this means for the child's routine. https://www.gingerbread.org.uk/find-information/managing-separation/helping-children-through-separation/</p> <p>https://www.barnardos.org.uk/get-support/support-for-parents-and-carers/children-with-a-parent-in-prison</p> <p>Supporting bereaved children in the early years</p> <p>https://www.tiney.co/blog/becoming-an-inclusive-anti-racist-early-educator/</p> |
| <p>Previous experiences</p>  | <p>How many different partings has the child experienced before starting at your early years settings?</p> <p>How might the partings have impacted the child's sense of wellbeing? What would the parent like to happen going forwards?</p> <p>What, if any trauma has the child experienced?</p> | <p>Suzanne Zeedyk offers insight into connection and the importance of drop offs and pick ups: Childcare Practice - Suzanne Zeedyk</p> <p>The impact of early trauma and adverse childhood experiences (ACE) on children's behaviour and ability to cope. (Children in care toolkit) https://suffolklearning.com/early-years/inclusion-lac-eal-or-eypp/</p> <p>View the video Understanding Early Trauma from Parent Infant Foundation: The Repair of Early Trauma: A Bottom Up Approach.</p> |

| | | |
|---|---|---|
| <p>Expectations and demands</p>  | <p>How is your environment matched to the child's neuro developmental stage?</p> <p>How consistent and predictable are routines? How does the child cope (or not cope) with routines and the many transitions that happen in a day? How are these differentiated to meet neurodevelopmental differences? How are rules and expectations communicated? Are expectations fair and understood by the child?</p> <p>What upsets the child and how do they show this?</p> | <p>Wellbeing and involvement self-evaluation tool.</p> <p>Transitions-Tip-sheet-Daily-Routine.pdf</p> <p>Using Visual Timetables To Support All Children's Learning - Early Years Careers</p> |
| <p>Levels of development</p>  | <p>Is the child's development progressing as typical for their age?</p> <p>Has the 2-year-old check highlighted anything to watch out for?</p> <p>What areas are you helping the child with now?</p> <p>Has the Health Visitor or GP been consulted about anything?</p> | <p>Planning – Suffolk Learning</p> <p>Early Years Developmental Checklist</p> |
| <p>Attention</p>  | <p>Does the child have enough sleep at night?</p> <p>What does the child enjoy doing at home? How much autonomy do the children get in the setting?</p> <p>Is the environment and choice of resources appealing to the child? Is it overstimulating or not stimulating enough?</p> <p>Are there any reasons why children might be needing attention?</p> <p>Does the child struggle to sustain attention for tasks? Is it all tasks? What is in place to support with this?</p> | <p>GOSH Sleep Hygiene in children.pdf</p> <p>Choice Making</p> <p>(Book) Take Action on Distraction – Professor Sam Wass and Gemma Goldenberg</p> <p>Attention and Focus Strategies</p> |
| <p>Understanding</p>  | <p>Are you giving the child pre warning of what is to come?</p> <p>Has the child had a recent hearing / sight test?</p> <p>Has the child had Speech and Language Therapy?</p> <p>Has a Wellcomm pack assessment been undertaken?</p> | <p>Visual Support and Makaton – Suffolk Learning</p> <p>Referrals for Speech and Language Therapy – Suffolk Learning</p> <p>Ask your Early Years Advisor or Worker for the loan and demonstration of a Wellcomm pack.</p> |
| <p>Emotional stressors</p> | <p>Are the needs of adults being met? What upsets the adult? What support is there for the adult?</p> | <p>https://beyth.co.uk/2024/12/19/importance-of-self-care-strategies-louise-hannan/</p> <p>Highfield Nursery School - Staff Wellbeing</p> |



Are the needs of children being met?
What upsets the child? What comforts the child?

[Every Mind Matters - NHS](#)

[Early Years Wellbeing Resource](#)

[Ferre Laevers emotional well being and involvement scales](#)

Physical & / or sensory needs



Does the child avoid or need a lot of stimuli such as touch, sound, taste, sight, movement?

Have you considered which sensory needs the child may have for example proprioceptive or vestibular?

Do you have biting support and risk assessments in place?

[Making sense of sensory behaviour](#)

[Supporting children with sensory processing needs in the early years](#)

[Sensory suggester tool](#)

Consider sensory resources/toys/chewies

Look into biting social stories

[Early Years SEND self-help guides - Biting](#)

[Understanding and Responding to Children Who Bite | NAEYC](#)

How will you use this information to plan to meet the needs of the child?

Observing and monitoring

See Suffolk Learning for a behaviour flow chart and templates for observation and monitoring
 - [Behaviour Guidance – Suffolk Learning](#)

ABC Observation:

This observation method enables practitioners to identify the **antecedent** (the trigger) to the behaviour, to describe the **behaviour** itself and then consider the **consequences** for the behaviour. Once the observation is completed, the aim is to consider ways to change the antecedent, the behaviour and the consequence.

| Date & Time | A=Antecedent What happened leading up to the behaviour? | B=Behaviour Describe the behaviour in detail | C=Consequence What happened afterwards? How did the adult deal with the incident? | Initials |
|-------------|--|---|---|----------|
| | | | | |

A – The trigger to the behaviour: What actions set off the behaviour? The behaviour may have occurred due to a change in activity, new instruction, the child’s perceived threat or because they were hungry, tired or unsure of the expectations.

B – A description of the observed behaviour, ensuring that this is objective not subjective. For example, ‘Eva snatched the train out of Raheem’s hand’, rather than ‘Eva was not playing with the trains nicely with Raheem.’

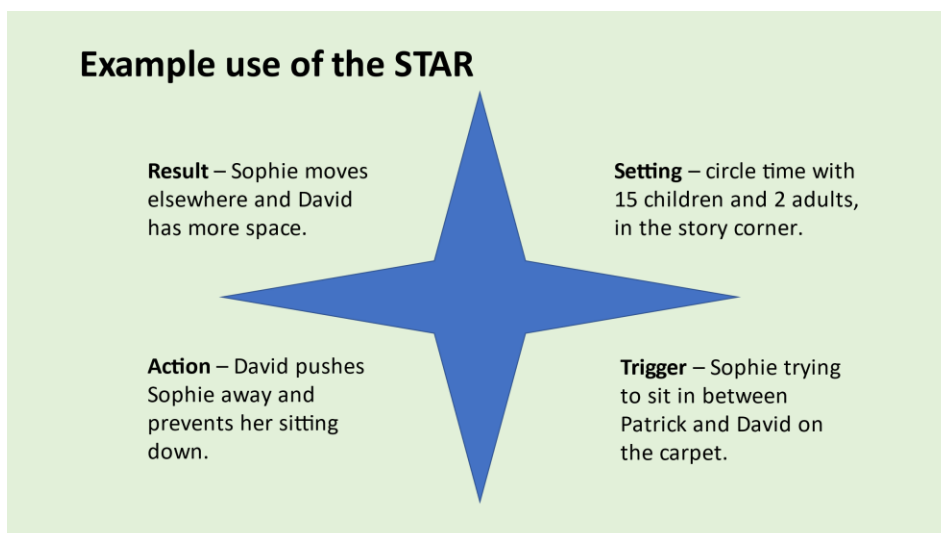
C – This is the consequence, or result, which immediately follows the behaviour. It can be positive or negative, such as gaining attention from another person (even if the attention is negative) or getting control of an activity or game.

By completing an ABC observation after each occurrence of an unsafe behaviour, the practitioner may be able to recognise a pattern in terms of when the behaviour occurs, for example, the day or time, particular children, resources or activities.

STAR Observation:

This observation method identifies the **setting** context in which the behaviour occurs and the **trigger** to the behaviour. It refers to the behaviour as an **action** and consequence of the behaviour as a **result**. It is used in a similar way to the **ABC** to observe behaviour and to consider ways to change each element of **STAR**.

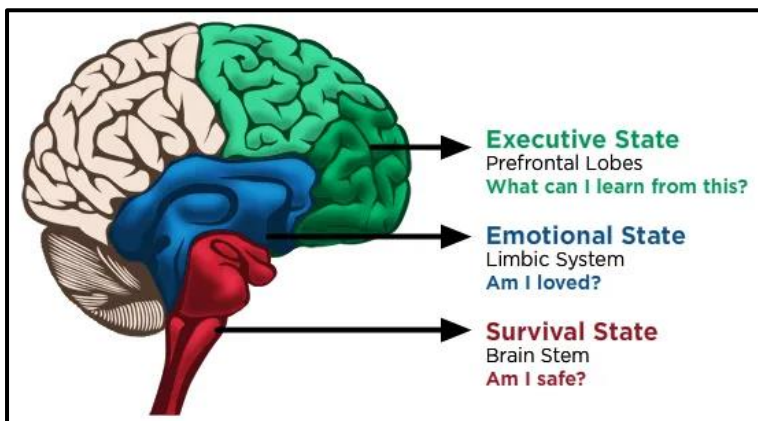
S – Settings
T – Triggers
A – Actions
R – Result



Strategies

How do you feel?

Before responding to children's behaviours, it is important for the adult to consider how the behaviour is making them feel. To support children and act as a co-regulator, adults need to be in a calm state, demonstrate positive body language, be consistent and fair.



If the adult feels threatened, challenged or stressed the survival state of the brain may be alerted and they may respond to the child's behaviour inappropriately.

Triune brain - sarahTuckett.com.au

Take a breath before responding and it may be beneficial to swap in another member of staff who is in a more regulated state.

Starting with understanding and being kind to ourselves as adults:

<https://www.facebook.com/LauraFishTherapy/videos/1661024767395059/?t=1>

Supporting Regulation:

The behaviours that we see are forms of communication, driven by feelings and emotions that children's self-regulatory systems are not able to cope with yet. It is about a child's ability to cope with feelings that are fuelled by stress.

Before children are able to feel regulated, they need to feel safe - [Brain State Model: Understanding Behaviour | Conscious Discipline](#)

Elizabeth Montero-Cefalo offers some practical step by step tips for bringing a child from a survival brain state to an emotionally safer place: <https://youtu.be/3t-yLg4buj4>

1. Take a slow deep breath to regulate your brain state which may be in survival (fight, flight or freeze).
2. Notice the child's physical actions. Name the emotion (not the behaviour) and validate that feeling.
3. Step into the shoes of the child to begin to see things from their perspective. Try to avoid a power struggle.

D=Describe what the child's body is doing *"Your hands are all tight like this"*

N=Notice the feelings and name them *"You seem angry"*

A= Acknowledge the child's intention *"You hoped that you could play with the blocks longer, that was hard for you to be told it was tidy up time". Wait for a response and if none, "You can choose to tidy up the blocks with me now or in 5 minutes"*.

Jill Molli explains more about the **DNA approach** here - [TikTok - Make Your Day](#)

[Why telling upset children "you're okay" never works | Family](#)

Knowing your children is key. Some children need **space** on their own and time to self-regulate. Others may need space initially but then need someone to help them co-regulate or even may need **co-regulation** right from the start.

David Whitebread was a principal researcher into self-regulation in young children. Here are the key things that he believes adults can do to make a difference to children's ability to self-regulate:

- Provide emotional warmth and secure attachments
- Provide opportunities for appropriate cognitive challenges
- Provide a sense of autonomy and feelings of control
- Provide for metacognition by support children to reflect, plan and monitor how they are getting on

<https://www.sirenfilms.co.uk/library/david-whitebread-how-can-you-support-the-development-of-self-regulation/>

Other regulation resources:

- Dr. Suzanne Zeedyk explains self-regulation and how adults can help children - [Foundation Years LED events: Self-regulation in the early years - Dr Suzanne Zeedyk - YouTube](#)



- Dr Mine Conkbayir and Ursula Krystek Walton discuss the importance of self-regulation for child development, and the strategies you can bring into your settings to put the child's emotional wellbeing first - <https://www.family.co/blog/mine-conkbayir-ursula-krystek-walton-self-regulation>
- A resource on adult understanding of self-regulation and their role as co-regulator - https://www.strongerpracticehubs.org.uk/sites/default/files/uploads/docuemnt/22/SPH_Blog_Challenging_Behaviours_0.pdf
- Keep your cool toolbox - [Keep Your Cool Toolbox - Home | Keep Your Cool Toolbox](#)
- Flipping your lid video - [Keep Your Cool Toolbox – The Handy Brain Model](#)
- Alfred & Shadow - A short story about emotions (education psychology health animation) - <https://www.youtube.com/watch?v=SJOjpprbfE>
- Tom Percival has a range of books to support children's feelings and navigating tricky situations.



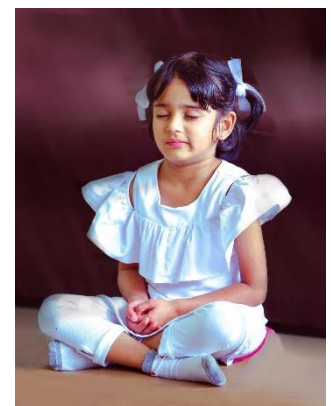
Mindfulness resources:

- <https://laurafishtherapy.com/resources/MindfulnessInTheClassroom-pt1.pdf>
- <https://www.laurafishtherapy.com/resources/MindfulnessInTheClassroom-pt2.pdf>
- There are several mindfulness videos for children on YouTube for example: [Rainbow Relaxation: Mindfulness for Children](#)
- [Example of mindfulness ideas and resources.](#)

Self-regulation and calm spaces:

Consider the needs of the children in your care. Do they need a space to feel hidden? Are their needs being met for example having a quiet space or ear defenders if it is too loud? Are there appropriate resources in the space that support their needs and do they know how and when to use them? Are there opportunities to discuss how they are feeling and see emotion pictures and words in a way relatable to them?

- [Guide: Self-Regulation Station - The First Steps | Family](#)
- [Creating calm corners for self-regulation in early years settings](#)
- [The Ultimate Guide To A Calm Down Corner - Early Impact Learning](#)
- [Why All Settings Should Have A Calm Down Corner - Early Years Careers](#)



Key Skills in transforming and understanding behaviours:

- 1 Recognise how the behaviour makes you feel.
- 2 Check your body language and tone of voice.
- 3 Be consistent - all staff need to have the same approach.
- 4 Plan for safe behaviour. Establish and teach simple rules and expectations clearly. Give clear and specific instructions.
- 5 Notice and point out safe behaviour.
- 6 Be positive – describe the behaviour you want to see and give positive choices.
- 7 Separate the behaviour from the child.
- 8 Pre-empt unsafe behaviours. What has happened prior? What is body language suggesting?
- 9 Re-direct when you can.

Strategies:

Specific Praise:

Research shows that when adult interaction is 75% positive it has the most beneficial impact.

- Encourage safe behaviour not only with the child concerned but with all the children and avoid making comparisons.
- Give children lots of descriptive praise/feedback when they have worked as a group without any incidents.
- Praise safe behaviour by giving descriptive feedback to the child. Use the child's name and the action that is being praised. For example, " Billy, you are keeping the train on the tracks, well done."
- Praise the child using non-verbal communication – smiles, thumbs up, high five!
- Keep a positive diary to share with parents/carers. Encourage 2-way 'good news'-sharing.

Tip: remember the 'hand' rule – 4 positive comments to 1 negative.

Selected response to unwanted behaviours:

- If the behaviour is attention seeking or secondary behaviour, unacceptable behaviour could be reinforced by paying attention to it. Could the behaviour be ignored or have a delayed response? Focus on the primary behaviours that are being supported and unless the behaviour is harmful to the child or others, the negative behaviour may need to be ignored or initially ignored and addressed when the child is more regulated.

Pre-empt unsafe behaviour:

- It can be possible to anticipate unsafe behaviour or to intervene before it occurs. Review your routines and transitions and make changes. Gain knowledge of anything that may trigger a reaction and know what physiological changes may demonstrate that the child is feeling stress.

Supporting the child to recognise their feelings:

- Supporting the child to remove themselves from the situation can take the heat out of the problem and gives the child time to calm down. Teach self-regulation strategies to support them with this.

State what has happened, empathise and acknowledge the child's/children's feelings:

- Help the child who has demonstrated unacceptable behaviour to find a place away from the situation or relocate the other children. Provide discreet adult support to ensure the children are safe. Allow enough time for the child to regain control. (The emphasis is on helping the child to become calm and not a punishment).
- Once the child is calm, praise for demonstrating acceptable behaviour. Support the child to choose appropriate activities.
- Plan to focus on building the child's skills to manage their behaviour e.g., taking turns.

Offer choices:

- If a child is offered a choice they will feel like they still have some control and are more likely to respond to your request rather than give a blanket refusal. The choices given can be all things you want the child to do i.e., they are 'forced choices' (I need you to sit down. Will you choose the blue or the red cushion?)
- Choices can be used as a distraction method, offering the child something you know they really like BEFORE the behaviour becomes unacceptable, for example "Sally, will you give one of the trains back to Fred to play together or come and paint with me?"
- If unacceptable behaviour has occurred, use choice as a way of leaving the child with some feeling of control but direct them to something you want them to do.

Helping children to resolve conflicts:

- Approach calmly and confidently and be aware of body language. Prepare yourself for a positive outcome. Empathise and acknowledge the child's feelings (e.g. Emmanuel, you seem angry/sad/upset/ **very** upset). Give children time for their feelings to subside and then let them know that you think that they can work out a way to solve the problem.
- What do they **need**? Listen carefully to each child's details and needs; they are the key to finding the solution. Identify the problem.
- Restate the problem and check that both children agree.
- Help the children to find solutions/ make plans and choose one together.
- Give follow-up support. Check with each child that the problem has been resolved and recognise their efforts.

Change the adult:

- As soon as the adult has recognised that they are not in a calm place, this is the time for another member of staff to become involved, to relieve pressure on individuals and to give a consistent message about expectations.

If unacceptable behaviour is linked to times of the session:

- Refer to a clear visual timetable.
- Have a few simple rules and routines. Be consistent in making sure they are kept and demonstrated.

- State and demonstrate what you expect clearly. For example, “James, water stays in the water tray, you can use this jug to pour it”.
- Make sure all children are given sufficient warning of when an activity is due to change using verbal, objects of reference (e.g., sand timers), visual and/or auditory cues.

Points to remember:

- Concentrate on **one behaviour** causing most concern.
- **Define** the behaviour clearly.
- **Empathise** and acknowledge the child’s feelings, “I can see you feel.....”.
- Be **consistent, calm**, and **clear** about the message you are conveying.
- Provide more of what the child likes (refer to the positive diary/observations).
- Give strategies **time** to work.
- Have a few simple positive rules and ensure that all staff model and set these.

Sensory Support:

Sometimes a child may demonstrate certain behaviours because a sensory need is not being met or because they are over stimulated by sensory input. Knowing the child is key here. Are the behaviours sensory seeking, sensory avoiding or a mixture of both.

1. **Observe and reflect.** Try to identify a pattern to the behaviours shown with the eight sensory systems in mind (auditory – hearing, olfactory – smell, oral – taste, tactile – touch, visual – sight, interoceptive system – how someone feels, vestibular –sense where our bodies are in space and proprioceptive – internal sense of awareness). You could use a tool to help for example:

- Sensory Suggester Tool - SEMh.co.uk - [Sensory Suggester](#)
- Sensory Checklist [Microsoft Word - SB School Checklist.doc](#) possible but school based.
[Sensory assessment checklist EYS Final.pdf](#) ?



2. **Plan for what can be put in place to meet the need or reduce the child becoming overwhelmed.**

- Sensory circuits: [How to Create the Best Sensory Circuits \(with ideas!\)](#)
- Early years toolkit - [Toolkit](#)

Note: Consider when is most effective for sensory interventions to take place.



Biting Resources:

- [Biting Advice Sheet](#)
- ['Teeth Are Not for Biting Storybook' & 'No Biting' Videos for Children - Free Social Work Tools and Resources: SocialWorkersToolbox.com](#)
- You could consider taking part in biting training.
- Social stories [Biting - Social Story | PDF | Career & Growth | Language Arts & Discipline](#)

Next Steps

Working with parents:

Resources that may be helpful to share with the parents:

- [Sleep and young children - NHS](#)
- <https://www.bbc.co.uk/cbeebies/grownups/help-your-child-try-new-things>
- [How to talk to your child about emotions - CBeebies - BBC](#)
- [How to look out for your child's mental health - BBC Tiny Happy People](#)
- [Keep Your Cool Toolbox - Home | Keep Your Cool Toolbox](#)
- For practitioners new to implementing a daily schedule and for sharing with parents for support at home: <https://www.facebook.com/ConsciousDiscipline/videos/visual-daily-schedule-with-elizabeth-montero-cefalo/846910072480409/>
- [The Parent Hub | Suffolk County Council](#)

Support plans and Risk Assessments:

At this stage, support plans and risk assessments may need to be written. See Appendix A and Appendix B for templates.

Support from the Early Years and Childcare Service:

The Early Years and Childcare Service has some further support with regards to supporting behaviour.

Individual child referral: There may be children that you would like further support from one of our team. 'If you have implemented stage 1 of the graduated response and you have moved to stage 2 and identified the child is making less than expected progress, you can seek support from the Early Years and Childcare Service if required. To seek support, providers must complete the referral form: 'Request support for an individual child' - [Referrals – Suffolk Learning](#)

Training: Suffolk's training offer regularly includes continuous professional development to support with behaviour for example 'Transforming Behaviour' training. Additionally, more bespoke training can be created. You can find out more about the training offer on the training page – [Training & Continuing Professional Development \(CPD\) – Suffolk Learning](#)

AANT: There is the opportunity to request an early years AANT from the Psychology and Therapeutic Service for an individual child who attends your setting. This can be discussed with your advisor. Information can be found here: [Analysis of Additional Needs Tool \(AANT\) – Suffolk Learning](#)

Examples of further resources

Videos:

Three core concepts in early childhood development:

<https://developingchild.harvard.edu/resources/three-core-concepts-in-early-development/>

[Managing challenging behaviour in early years settings – YouTube](#)



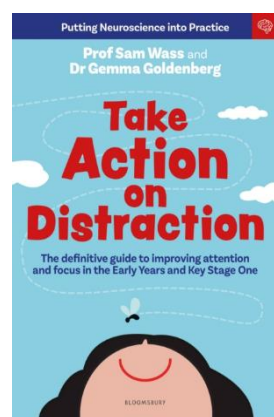
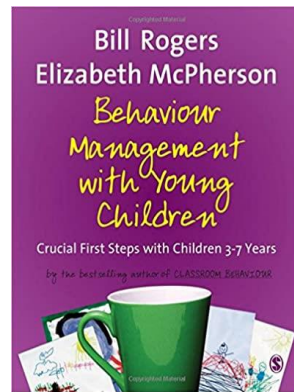
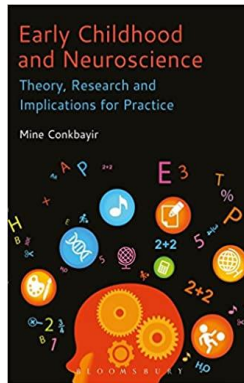
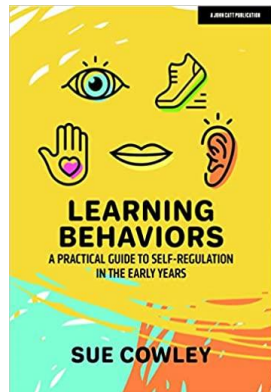
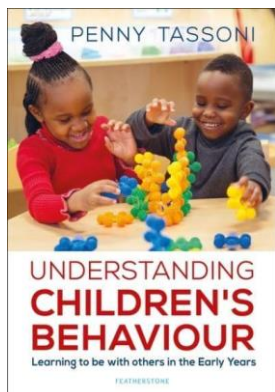
[Early Years Bereavement Seminar](#)



[Supporting children in early years settings who may have experienced trauma or abuse](#)



A few examples of books from a very wide range that are available:



APPENDIX A Example: Individual Risk Assessment – Distressing and Unsafe Behaviour

Date Completed Completed by Next review date

| Risk | Likely outcome | Level of risk Low/Medium/High | How risk is controlled | Action to be taken |
|------|----------------|----------------------------------|------------------------|--------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Date Completed Completed by Next review date

Parent Signature

APPENDIX B Example: Behaviour Support Plan

| | | |
|----------------------------|---|--------------|
| Behaviour Support Plan | | |
| Child's name: | Date of plan: | Review date: |
| Behaviour to reduce: | | |
| Prevention: | If an incident occurs: | |
| Staff will | Staff will | |
| | | |
| Parent's views / comments: | Date agreed: Signed: Parent/carer: _____ Practitioner: _____ | |