

Guidance &
Common
Strategies for
Behaviour
Management
in the Early Years



All parents and Early Years practitioners may, at times, have to address problems with children's behaviour. This is because all children go through stages of social, emotional and behavioural development and have specific needs to be met as they grow up. It is also true that in order for children to eventually become independent and self-disciplined they sometimes have to challenge parental discipline. This challenge can also be extended to practitioners by some children in their care more than others.

Creating a framework for good behaviour involves all aspects of the life of a setting including;

- the expectations adults have of how children should behave
- the way in which strong positive relationships are valued and promoted
- how language is used
- the organisation and routines of the setting
- the policy and procedures relating to managing behaviour
- staff knowledge, confidence and consistency in approach when dealing with such matters
- the emphasis which is placed on building a mutually respectful relationship with parents.

This booklet is aimed at giving some guidance with regard to good practice in managing behaviour as well as some common strategies used by Early Years practitioners.

These ideas have been compiled from different sources
links to which are at the back of this booklet.

Good Practice tips

- As Early years practitioners, it is our duty and the duty of our management team to ensure that all staff in the setting have undergone a thorough induction process including the setting's policy and procedures with regard to behaviour management.
- Consistency in approach is crucial to effective behaviour management.
- Recognise there is a problem and set in motion the relevant procedures.
- Refer for assessment, i.e. If the challenging behaviour requires professional assessment and guidance their referral to a relevant professional should be sought as early as possible. Even where a diagnosis is inconclusive, the professional will be able to provide important information that will assist in deciding on suitable strategies for managing the behaviour. Whether a child attends one, or several, therapists (e.g. speech or psychology), a lead professional should be identified as the person to provide guidance on suitable approaches. It is the parent who makes the referral to a professional.
- A positive environment- research has shown that high quality early education environments and caregiver interactions are associated with fewer behaviour problems and the development of social competence.
- Consistency in managing the behaviour is essential to success- therefore it is important to ensure that praise, reward and behaviour management strategies are matched with the home so that the child receives the same approach.
- Structured routine-While all pre-school aged children require a general routine to their day, many children with challenging behaviour often require a very rigidly structured daily routine especially in the early management phase. This is largely due to their great difficulty in coping with unpredictability or change however minor.
- Record Observations of the antecedent triggers (i.e. signs and triggers leading up to the challenging behaviour), the challenging behaviour itself, and its aftermath (recovery period). These observations will prove invaluable in determining the underlying cause, in making a referral, in seeking additional supports, in knowing what changes to make in the child's environment / programme of activities, and in being able to evaluate what is working and what is not.
- Use the observations to make appropriate changes to the child's environment, programme of activities, strategies etc. and to see if a new approach is working. The observations should also capture the child behaving in a positive way, and to ensure that the child gets regular opportunities to engage in activities they enjoy, so that they are given plenty of opportunities to receive praise and build up their self-esteem.
- Teaching procedures have been demonstrated to be effective in developing the children's skills and reducing challenging behaviours. The child with challenging behaviour needs to be taught how to recognise when they are becoming angry or

frustrated, how to ask for help, how to find an alternative way to act when they become angry or upset including how to avoid hurting or upsetting others.

- Supports- the child should be linked to a key worker who they learn to trust and who can recognise warning signs and guide the child before, during and after a behaviour incident. It is also important to ensure that staff who are caring for any child with difficult behaviour issues as well as the parents are suitably supported. If additional advice is needed by the pre-school, practitioners should seek help from a relevant source, keeping in mind confidentiality of the child's details.
- Realistic expectations- it is important for the morale of both parents and pre-school staff that expectations are realistic. With many types of challenging behaviour, a complete resolution may not be achievable. A positive outcome may consist of having suitable procedures in place to manage the challenging behaviour most of the time and preventing the behaviour from getting worse.
- Update on knowledge- Our knowledge about caring for children and supporting their development, including behaviour is constantly evolving. It is important that policies on behaviour management are reviewed annually against information available from recognised sources and that all staff and management know what strategies are used. It should be an important part of the staff induction process.
- It is also crucial that parents know what strategies may be employed to manage behaviour-they should read and agree with the behaviour management policy and sign that they have done so, before their child starts attending the setting and also when any changes are made to the policy.

Some ideas on how to address specific behavioural issues

1. Unwilling to Follow Directions
2. Aggressive Behaviour to Adults and Peers
3. Difficulty Co-operating with Peers
4. Difficulty Staying 'On-Task'
5. Difficulty Sitting /Listening at Circle time or am scéal
6. Low Self-Esteem
7. Inappropriate use of Equipment
8. Useful Phrases and Powerful Comments
9. General Reminders
10. Certificates
11. Sticker Charts
12. Miscellaneous Ideas

1. Unwilling to Follow Directions

- Make an A4 chart of now/next i.e. now - adult choice, next - child choice.
- If the child quietly refuses i.e. non-disruptive, ignore the refusal for the moment. Talk to him later and rehearse what should have happened.
- Use simple language, just one direction at a time.
- If the child refuses to comply, make sure that any consequences are explained e.g. that we cannot play with the cars until the jigsaws are put away. Assist the child and hopefully they will follow your lead.
- If the child refuses point blank to do as you ask (or throws a tantrum). Try to calm the child, ensure they cannot harm themselves or others. If the situation persists, ensure the child is supervised discretely, without invading their space, and let them work through their emotions. Return after a few minutes to ask if he's ready 'to do the right thing'. Give lots of praise for the right decision.
- If you think the child is mature enough to understand, offer them 'control' of the situation by using the Bill Rogers idea - it's up to you to choose. If you do as I ask, you'll be able to play in the home corner later. If you don't do as I ask, we will not be able to play with the new tea set - it's your choice!
- Use nurturing principles
- 'Physical prompts' i.e. gently guiding the child to do as you have asked whilst using positive, encouraging language e.g. 'I know you can do this Callum'.
- 'When....then' phrase i.e. when you have done this... then you can ...' to give him hope that he will eventually do what **he** wants.
- 'I'd like you/I want you to ... Sophie, please. Thank you! Good Girl! -say all this **before** she does it, never plead, it gives her the sense she has control over you.
- Specific praise e.g. 'I like the way you draw Liam. Can you do it again for me?'
- Positive prompts and reminders - 'Liam I **know** you can do this'.
'Catch her being good' - notice it, praise her. She's then more likely to do what you ask because she will then get attention.
- 'Planned ignoring' - try to ignore low-level non-compliance. It's often a way to get your attention. Only do this if the non-compliance is not potentially harmful to himself or others.
- 'Adjacent praise' - praise the compliant child near to the child, he may then change his behaviour to get praise.
- Always use positive and simple language - the following are good for early years - 'Good Listening, Good Thinking and Good Looking'
- Be firm and consistent, keeping to the same rules and boundaries of acceptable behaviour.

- Use of star charts (see Section 11) e.g. when you get 3 smiley faces, you can ... (think of effective rewards). It's often good to ask the parent to give the reward at home e.g. a tiny toy from the corner shop, visit to the park, watch a special dvd together, quality 1:1 time.
- Individual booklet with a daily page e.g.

Turn taking at sos + am scéal = Súgradh ar an róthar 😊

i.e. If Sophie takes turns at sos and then comes to am scéal, she will be able to play on the bike. She gets a smiley face for this achievement -the booklet is then shown to the parent at home time.

- Often very small children refuse to leave their parents/carers at the start of the school day. A finger puppet to take into school can help.
- Don't forget to discuss any possible hearing or speech issues the child may have, try to rule out any other plausible reasons for the child's behaviour!

2. Aggressive Behaviour to Adults and Peers

- Describe what the child did e.g. 'You have just... we are kind to our friends in naíscoil, I feel sad that you have done this.'
- Rehearse a better way to react to the situation e.g. 'Please can I have a turn on your bike' instead of pushing.
- Talk to parents about exposure to violent TV programmes and find out about home life.
- For unacceptable aggression show total disapproval by facial expression and stern tone of voice. Get down to the child's level and talk about why it was wrong. Ask him to analyse his own behaviour if possible by asking 'Why am I so upset?' 'Why is Liam crying?' Rehearse the expected behaviour - ask 'What would be the right thing to do?' Give him the opportunity to 'repair' the relationship (touch, hug, shake hands, say sorry). When he returns to normal activities, it's important to notice him 'being good' and give specific praise.
- Long-term solution - 15-minute circle time activities that encourage gentle hands, turn taking, being kind etc. Refer to incident at circle time and say 'something happened this morning that made me very sad' the child remaining anonymous. Ask the children's advice about the incident.
- Give certificates for kind behaviour and have a weekly (or daily) celebration for presenting certificates
- Kindness tree / kindness train (see Section 12)
- If anxiety or hints of aggression are evident during outdoor play, initiate play with the child, try to distract them from the situation which is triggering the aggression.
- If there is outdoor equipment, an adult could play with the child and model good practice. When you feel the child is ready, progress to including another child.

- An individual chart or booklet showing sections of the day e.g.

Am Ciorcal Roinnt Sos Súgradh



- Laminated chart so that you can rub off felt-tipped faces.
- Sad or smiley faces are drawn as appropriate. If the child gets 3 smiley faces then he receives a small reward from either his parents or teacher.
- Don't forget 'adult modelling' Display kind behaviour towards colleagues. Some children don't know what kindness looks like!
- 'Take Teddy Home' choose an attractive soft toy to sit on your table.
- Say to the children 'I want you to meet ... He really likes children and loves it most when they are kind to each other. He's going to watch you all today and then at home time he's going to whisper in my ear the name of someone he's like to go home with - so be careful! He won't want to go home with anyone who is unkind! The lucky child then takes Teddy home and brings him back the next day. He then tells everyone what he did with Teddy last night. Teddy then sits and watches again. It's important to keep a secret list of the children so that everyone gets a turn (but only if they deserve it!) Remind the children during the day about Teddy watching.
- Relaxation activities in the quiet room e.g. rainstick, relaxing music etc...
- Offer a variety of sensory play experiences.
- Circle time with puppets.
- Redirection and distraction.
- For very young children with poor understanding of 'right and wrong' -show cards (as appropriate) with a smiley or sad face.
- Use a feelings barometer so children, if feeling upset or annoyed, can visually demonstrate to staff how they are feeling.
- Use positive correction rather than negative language.
- If all else fails and after consulting with parents maybe consider a 'cool down space' or some thinking time, giving the child time to look at some visual aids related to the náiscoil rules or emotions.

3. Difficulty Co-operating with Peers

- All staff to notice good sharing and to 'catch him being good.'
- Use of PSE stories to illustrate kind behaviour e.g. Dogger by Shirley Hughes.
- Set up a 'sharing type' activity with an adult (e.g. student / assistant) modelling and encouraging turn taking and waiting. Ask parents to do this at home too. This could be a simple game, doing a jigsaw, building bricks together.
- Progress to one other child, perhaps someone chosen by the child who finds sharing difficult.
- Give wholehearted praise for good sharing - perhaps a sticker?

- At circle time introduce co-operative activities and interactive games that encourage positive interaction e.g. passing teddy, changing places, rolling a ball.
- Include nurturing activities to promote caring for others e.g. bathing and dressing baby dolls, planting and watering seeds, preparing food for the group and serving it e.g. cheese on crackers, caring for naíscóil pets.
- Give the child responsibility for 'helping' other children - say 'Lucy's having a lot of trouble with this puzzle Sam, will you help her please? I know you're good at jigsaws!
- Give the child little jobs that promote interaction e.g. giving out pencils, asking what drink each child would like.
- At playtime, play with the child at activities, ask another child or two to join in, these children could act as the child's 'buddy', discretely remove yourself from the play and keep an eye on how things are going.
- Use the smiley / sad face chart as explained in section 2.
- Now/next board (see section 1).
- Start with what he likes (as a motivator). Expect a short achievable time e.g. 5-10 minutes. Be firm about staying with the task and give lots of verbal praise (and a sticker) if he complies. Sand timers can be useful here.
- Sometimes it can be advised to avoid total free choice - it may be better to direct him to an activity i.e. 'Sam I'd like you to go and build a tower with Ben. Thank you!' Again lots of praise when he stays.
- Watch carefully and pre-empt dissent or refusal by keeping it short.
- Gradually increase the time and reward with praise, stickers, small certificates.
- 'When....Then...' strategy (see section 1).
- Ask her to help you with 'very important jobs' to encourage staying power.
- Visual timetable to provide structure to a disorganised child's day - try laminating it

4. Difficulty Staying On-Task

- You could have a moveable arrow - special child chosen to move it along.
- Actual photos of the children could be used.
- Use of a **finite** activity e.g. completion of a puzzle to receive a sticker.
- Provide a menu (on the wall) of cards showing activities the child can choose from
- **Example IN and OUT activity chart** - The cards are chosen from the 'IN' pocket and stuck on the chart - use laminated card and blu-tac e.g. painting, sand, reading - Ask the parent to do this with the child as they arrive. When one activity is completed, the card is put in the 'OUT' pocket. When all the chosen activities are completed, a reward is given.
- Discuss the child's diet with parents, provide some information about the effects of food additives.
- Use of a sand timer

5. Difficulty Sitting and Listening

- Give the child a soft toy to cuddle or a piece of play dough to manipulate.
- Display a photo of the child or children sitting nicely and point it out if he starts wriggling.
- Place the child next to an adult (leader or assistant) so she can prompt and remind to pay attention. Perhaps an arm around the child, gentle quiet praise and thumbs up.
- Sitting on his own special carpet mat or chair can work very well. Put his name on it if necessary. This could have a picture of his favourite thing on e.g. Bob the Builder.
- At the start of the day bring something from home to 'show and tell'.
- This can diffuse difficulty and pre-empts drawing attention to himself.
- Ask the child to look after a soft toy to focus his attention on instead of wandering off.
- Use of special 'sitting on carpet' sticker sheet to show parents at home time so they can reward him (see section 11).
- 'Planned ignoring' - avoid eye contact for minor disturbance.
- 'Adjacent praise' for good role models.
- Use of positive language - 'I know you can sit beautifully Jason!'
- Use the 'ways to listen' sheet in Section 12. This can be very successful with the whole class as a visual chart at the start of circle time.
- In severe cases withdraw the child to another adult to avoid disturbance to the rest of the group - give no attention.
- Little song: 'I'm looking to see... Who's sitting nicely!'

6. Low Self-Esteem

- Praise the child in front of the class or the rest of the group.
- If he cannot take praise - some children are not used to it, acknowledge good behaviour very briefly e.g. thumbs up, wink, smile.
- Give responsibility 'I really need you to help me with this Millie!'
- Give special certificates to send home for any achievement.
- Show work to others; parents, Principal, other staff.
- Preparing food for other children and serving it to them.
- Bringing something from home to 'Show and Tell'.
- 'Special Helper' badge for each day.
- Specific praise for positive behaviour - 'I really like the way you're standing so quietly in the line Rachel!'
- A full-length mirror to admire themselves and to give compliments.
- Use of nurture principles (see section 12).
- For a child going to Reception, to Rang 1 or to a new school make a little leaflet of photos of the new setting and staff to share with the child.

7. Inappropriate use of Equipment

- Insist firmly on the child tidying and cleaning up the mess he has created. Get down to their level, using plenty of eye contact and explanation as to why we need to tidy up. Refer to the visual timetable and rules. Lots of praise when he's completed.
- Use role-play with puppets in circle time with the issue of tidying up and taking care of things.
- Refer to Golden Rules 'We look after our nursery'.

8. Useful Phrases and Powerful Comments!

- Wow! Ar fheabhas, ar dóigh, go hiontach, speisialta!!
- Ba mhaith liom a bheith bródúil asat-*I want to be proud of you!*
- Is maith liom é nuair ...*I like it when ...*
- Lig dom fheiceáil tú ag...*Let me see you ...*
- Taispeáin dom an miongháire iontach sin...*Show me your lovely smiles*
- Tá mé an-sásta leat mar...*I'm really pleased with you for ...*
- Tá a fhios agam gur féidir leat seo a dhéanamh...*I know you can do it*
- Tá mé comh brónach...*I am very sad ...*
- (to a child breaking a rule) O! An ndearna tú dearmad?*Oh! Did you forget? (benefit of doubt)*
- Taispeáin dom an gasúr/cailín is fearr...*Show me the best boy/girl*
- Smaoineamh ar na rialacha...*think about the rules*
- Is réalta thú!.. *What a star!*
- (to a child misbehaving) An dtiocfadh leat cuidiú linn? *Could you help us?*
- Amharc orm, 1,2,3! Amharc !! *Look at me, 1,2,3! Look!*
- Ba mhaith liom...go raibh maith agat! *I want you to ... thank you!*
- Guth cinéalta, lámha deasa...*kind voice, nice hands*
- Taispeáin dom do chluasa/chorp éisteachta...*show me your listening ears/body*
- Maith an gasúr/cailín...*good boy/girl...*
- Nach tú atá cinéalta? *Aren't you kind?*
- Is cara iontach thú! *You are a great friend!*

9. General Reminders

- Always use positive language
- Praise goes a long way
- Tell parents about the child's achievements and other staff
- Get parents to use the same strategies - share the behaviour plan
- Nurturing philosophy - look behind the behaviour 'All behaviour is communication'.
- Unnoticed unwanted behaviour decreases if noticed acceptable behaviour increases

- Ensure all staff who have contact with the child have seen / discussed his Individual Plan it needs to be available at all times
- Is the child stressed by full-time attendance? Is it possible to attend part-time?
- Use stories that illustrate positive behaviour e.g. Shirley Hughes books
- Referral to Naíscoil Rules and use of the sun and cloud strategy (Jenny Mosley - More Quality Circle time)
- 'Smiley face book' - if anything good happens (learning or behaviour) jot it down in the book quickly. At the end of the week, have an award ceremony when the children receive certificates. When they get 5 certificates, the fifth one is silver, the tenth one gold.
- Calming music has been shown to enhance children's behaviour (especially Mozart!)
- Use of musical instrument as a signal to stop and raise your hand followed by 'tidy-up' music
- Relaxation sessions especially at the beginning of a session
- Don't forget basic social skills - encourage please / thank you / excuse me at all times
- Class teams receiving points / stickers towards an award can have a great effect
- You are the adult - remain in control at all times!
- Quick reward - sticky labels on children's jumpers with the good behaviour indicated e.g. Chloe helped Liam with his buttons (to be awarded immediately)
- Don't forget to relax and have a laugh with the children - show them you love them!

10. Certificates

- Many great websites produce colourful certificates and sticker sheets

11. Sticker Charts

- Some examples for you to use but you can probably do some custom made ones for particular children e.g. a football for a sports fan, a favourite cartoon character or a Harry Potter owl etc.
- Sticker charts are usually used for specific children after other methods have been employed and have been unsuccessful, ensure parents are on board with using this strategy and seek advice from other professionals if need be.

12. Miscellaneous Ideas

- Suggested 'Golden Rules' for Naíscoil Children
- We are kind and helpful friends
- We look and listen carefully
- We use a quiet voice
- We walk in naíscoil
- We use kind hands
- We look after our naíscoil
- We make our teachers smile
- If we do all these things, we will all be very happy!
- Each rule should have a photo of the children displayed next to it to illustrate the rule or use clip art
- This display is more effective if mounted at child level
- Refer to the visual rules often! Keep them high profile!
- See 'More Quality Circle Time' Vol 2 (Jenny Mosely pub LDA 1998) for the use of the sun/cloud whole class strategy.
- Kindness Tree
- Paint a good shaped branch white or silver, put it in a bucket of sand. Make some 'leaves' from various shades of green paper. Whenever someone is kind, take them over to the tree and write the deed in silver on a leaf chosen by the child. Place on the tree - show parents.
- Have a jar to collect cotton wool balls or some other item, when a positive behaviour has been recognized, award the children with a cotton wool ball, when the jar has reached full capacity, the children as a group get to do an activity of their choice at the end of the week.

Guidelines on devising a behaviour management policy

Please refer to DHSSPSNI-Minimum Quality Standards for good practice in relation to promoting positive behaviour. This can be found under:

STANDARD 6: Promoting Positive Behaviour

There is consistency in the use of positive strategies to establish acceptable patterns of behaviour and to promote children's wellbeing, self-esteem and development. (page 23)

Other Points to consider when devising a behaviour management policy:

Do staff have an understanding of:

- child development and what is appropriate behaviour for the age and stage of the individual child?
- the factors that may impact on behaviour for example tiredness, hunger, boredom etc?
- behaviour being a way of communicating needs and feelings?
- children's emotional needs?
- changes in behaviour that may be linked to safeguarding/child protection concerns?
- What are your expectations of all staff with regards to behaviour management?
- Who is the member of staff in your setting who has responsibility for behaviour management?
- Has the member of staff with responsibility for behaviour management attended appropriate training to help them with this role?

What are the roles and responsibilities of this member of staff? E.g., supporting staff and sharing information with them, accessing expert advice, involving parents in the review of your policy.

- Do all your staff, volunteers and students go through an induction process that covers behaviour management when they start working for you?
- How do you share and/or provide a copy of your behaviour management policy to parents?
- Do parents understand the strategies you use to support the development of behaviour?
- Do parents inform you of any factors from home that might affect their child's behaviour?
- How do you create a positive environment?
- Think about suitable, age related and challenging opportunities and activities for the children.
- Encourage children to be responsible, for example, tidying up

- When you are creating ground rules/boundaries for your staff and children, do you ask the children what they think?
- How often do you review these ground rules/boundaries?
- How do staff promote the development of behaviour and maintain a consistent approach?

Do staff:

- act as good role models?
- Think about tone of voice, language and actions. Are students and volunteers encouraged to do this too? Model how to share resources, play together, problem solve and negotiate.
- use praise and positive reinforcement?
- Look out for 'good' behaviour and give praise immediately when children display desired behaviour. Give specific feedback, using the child's name e.g. 'Matthew, well done for waiting for your turn on the slide.' Give non-verbal feedback e.g. smiles, hugs and thumbs up. Praise group behaviour as well as individual.
- Guide the child?
- Don't assume children know what is expected of them. Explain what they need to do in a positively phrased sentence. Say child's name first to gain their attention e.g. 'Mary, put the cars in the box.' Re-direct their play giving clear instructions e.g. 'Paul, let's build a tower' rather than 'Don't throw bricks.' Give gentle reminders before things happen e.g. tidying up before lunch. This can be verbal or sensory prompting. Offer choice to support engagement in play e.g. 'shall we read a story or do a puzzle?'
- Ignore unwanted behaviour where possible
- Some children use unwanted behaviour to seek attention and this may stop if it is ignored. Focus on praising the wanted behaviour instead. Praise works better than criticism.
- Allow children to move away to a quieter area to calm down through offering a verbal or physical way out
- Once calm talk to the child about their behaviour. Help them understand the consequences of their behaviour. Listen to what the child has to say and acknowledge their feelings - it can help a child stay in control. Reassure children that they are valued as individuals even if their behaviour may sometimes be unacceptable. Support children to learn ways to deal with their feelings.
- Use consequences, but only as a last resort
- If consequences are used, make it clear to the child why. Remember rewards are much more effective.

Managing behaviour that continues to cause concern

- How do you monitor and record your behaviour concerns?
- How do you share this information with parents and work together to agree on strategies to use, and how is this recorded?
- How do you review the success of these strategies?
- Which outside agencies might you involve?

Bullying

- How do you define bullying?
- How do you support children to challenge bullying, harassment and name-calling?
- How do you support victims of bullying?
- How do you support children who bully?
- What procedure do you follow when bullying does happen?

Recording physical intervention

- You should record all incidents where physical intervention is used and inform parents as soon as the incident has occurred by recording:
 - the name of the child
 - the name of the staff member(s) who used physical intervention
 - the date, time and place of the incident
 - the circumstances of the incident and the factors leading up to the incident
 - the nature of physical intervention used
 - the names of any witnesses
 - any injuries that may have occurred during the incident
 - any further action taken
 - reporting staff member/member(s) to sign and date the record
 - parent to sign and date the record
 - Where do you record and store this information

Links to other policies/procedures

- Safeguarding and child protection policy
- Staffing policy
- Confidentiality
- Risk assessment
- Complaints
- Induction procedure
- Code of Conduct
- Parental Involvement

Useful websites

- http://www.deni.gov.uk/09_behaviour__sebd_.pdf
- http://www.dhsspsni.gov.uk/early_years_standards_-_july_2012.pdf
- <http://www.belb.org.uk/Documents/552.pdf>
- <http://www.donegalchildcare.com/wp-content/uploads/2009/11/Guideline-on-Developing-a-Behaviour-Management-Policy-for-pre-school-services.pdf>
- www.communication4all.co.uk : For symbols to make your own materials.
- www.do2learn.com: Educational resources for special needs
- www.enchantedlearning.com : educational resources site
- www.boardmaker.co.uk: communication software
- www.thegreycentre.org : Good for social stories and social understanding
- www.oasis.co.uk; Provides a wide range of information sheets giving advice, assistance, support and information on special needs.
- www.wiltshire.org.uk: Early Years SENCO Toolbox
- www.kidscape.org.uk. Kidscape, a charity devoted to keeping children safe from sexual abuse and bullying.
- Unicef www.unicef.org
- Childline www.childline.org.uk
- Bullying information www.bullying.co.uk
- <http://www.theimaginationtree.com/search/label/Sensory%20Play>
- <http://www.teachpreschool.org/2011/11/everyday-sensory-play-in-preschool/>
- <http://www.makedoandfriend.com/2012/03/40-ways-to-do-sensory-play.html>
- <http://www.playcreateexplore.com>