

Does not follow rules and boundaries

Having positive relationships support children with their wellbeing and ability to self-regulate. Adults that are responsive to children's signals and respond consistently help children to feel safe and loved. Children need adults to co-regulate with them before they are able to self-regulate their emotions. Creating routines and predictable activities help children to know what to expect next, offering safe and secure environments.

Typical development

3 to 4 year olds will be learning to:	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.
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How can practitioners support children to follow boundaries?

- Do you use visual timetables to lay out the routines for the day?
- Does your setting set out clear rules for expectations of children so that they understand what is expected of them? (e.g. golden rules)
- Are all staff consistent about boundaries?
- Consider asking curious questions to parents to find out about how the child is at home and if there are any changes or challenges that may impact on the child.

Activity ideas/resources

- Reinforce consistently how we play together using clear language and adult modelling.
- Use Total Communication to support your use of spoken language to convey an instruction/boundary.
- Display and use a visual timetable to show the routine of the day.
- Have a helper or leader for the day to help carry out tasks with rewards.
- Be a good role model for following boundaries within your setting.
- Comment positively when all children are following boundaries, not to highlight when a child is not, but to reinforce the desired behaviour.
- Introduce listening games like 'Simon says' or 'follow my leader' to develop listening skills.