

For Example: House Rules for older children:

- Be respectful (you may need to describe exactly what respectful means in your home).
- Speak nicely (think before you speak).
- Walk away and calm down (this could be the rule for all the family).
- You can reward positive behaviour. Time with parents for younger children or internet time/screen time etc with older children.

You can add/change to meet your family needs.

For Example: Morning routine for younger children:



7.30am Get out of bed - have breakfast.



8.00am Get washed and clean your teeth.



8.15am Get dressed and ready for school.



8.30am Leave for school



Reward for 4 ticks =

This leaflet has been produced by Linda Parry as a suggested tip sheet only.

These tips are the top ten (plus one) conversations with parents.

We all need a little help sometimes with our children - should you need any support/parenting tips or want to attend a Triple P Group or Positive Parenting Workshop do not hesitate to contact

**Linda Parry/Kate Wakeford
Parent Support Advisor**

The Wavell Cluster includes:
The Wavell Secondary School
South Farnborough Infant School
South Farnborough Junior School
Talavera Infant School
Talavera Junior School
St Peter's CE Junior School
North Farnborough Infant School
Marlborough Infant School
St Patrick's Catholic Primary School
St Bernadette's Catholic Primary School
Rowhill Secondary School

linda.parry@wavell.hants.sch.uk

Tel: 01252 785008

Updated August 2022 ©

Parent Support Advisor

Top Ten Parenting Tips
(Plus one!)



1. Everybody likes positive attention and appropriate affection:

When your child (no matter what age) wants to show you something, stop what you are doing and pay attention - It's not difficult, it doesn't have to be for long periods of time - little and often is better than nothing at all!

For younger children a hug, cuddles, hand holding.
For older children who may find physical affection inappropriate a wink, a nod, a smile.

2. Everybody likes to be listened to:

Stop what you are doing and talk to your child, show an interest in their day for example ask them 'what has made you smile today?'



For younger children get down to their level so they know you are listening.

For older children make eye contact - show you are actively listening.

3. Everybody likes praise:

Everybody likes to be praised. Descriptive praise is important. Let them know exactly why you are praising them this will reinforce the behavior you want to see.

For younger children 'Thank you for putting your toys away when asked' rather than just 'Thanks' or worse still ignoring it!

For older children who may find being so descriptive patronizing a simple 'Thanks for helping/ listening' you will get more from your teenager if you acknowledge rather than ignore them.

4. Have house rules:

Everybody can understand simple rules but do your children really know them?

Get together as a family and discuss acceptable/unacceptable behaviour - decide on positive house rules like 'Use a quiet voice' rather than 'don't shout'. **Remember house rules apply to everyone in the house!**



5. Children need a clear understanding of your expectation:

Along side house rules children need to understand your expectations - **their** rules.

For younger children, e.g. expected behaviour around bedtime and staying in their own bed.

For older children, e.g. their internet or screen allowance and time to turn these off.



Make rules simple and clear to follow. Not too many as this will seem challenging for all to remember, and we want to see our children succeed.

6. Clear boundaries and consequences are needed:

At any age children should be reminded what the boundaries are and the consequences for breaching boundaries (rather than you expect them to know). Consequences should be fair and realistic - make sure the 'punishment fits the crime'!

If children know the consequence in advance they may chose a different behaviour.

For older children you can renegotiate some boundaries and compromise while still keeping them safe as they grow and develop.



7. Children need a clear routine:

Routines are important, not only do they teach the children what is expected it can make bedtime and getting ready for school a calmer and more relaxed experience. Start early, it helps children get to school on time, learning routines in school, and supports their readiness to learn. It is an important life long skill.

For younger children use a picture routine e.g. bedtime or getting ready for school routine chart. Make them simple to follow and it can be linked to a reward.



For older children who may be struggling write the routine down and pin it on the wall - that way there can be no misunderstandings and less arguments.

8. Give your child time to think:

Let's be honest we can all over-react or say the wrong thing before we think. Ask your child to sit for a minute or two and think about their behaviour - this may also give everybody the opportunity to calm down. After they have had time to think ask them to demonstrate how they should behave or talk - **try using the words 'show me how you ...'**. If they do change their behaviour praise them for making the right choice. If they ignore you then use an agreed consequence. **Time to think is useful for all children and sometimes for us parents too! Older children let them walk away to calm down.**

9. Be consistent try not to overreact:

Agreed rules should not be broken. 'No' means 'No'. Giving in to pester power leads to the child repeating these demands or your losing control and becoming inconsistent. Try not to over react and try to stay calm.

For younger children pestering or having a tantrum - you could turn your back until they calm down, using planned ignoring.

For older children pestering you could use planned ignoring or walk away.

10. Look after yourself:

It is difficult to be calm and relaxed if you are stressed etc. Remember you are allowed some time for you to do something you enjoy - without the children. Try to find a little time each week when you can unwind.



The Plus One: Primary behaviour:

We often focus on the **secondary behaviour** rather than the **primary behaviour** - we focus on the tantrum/argument/rudeness and often miss coming back to the initial cause - this may teach your child that if they escalate they can avoid. Once the child has calmed down ask them, then, to do as they have asked, such as 'well down for calming down you still need to put your toys away'.