

## **Pre-Prep Behaviour Policy including EYFS and U2s**

Early Years' Staff will use the 'Time Out' approach in the Pre-Prep Department from ages 3 and above and children will have 'Time Out' appropriate for the age for unacceptable behaviour; for example, three minutes for a 3-year old. The ABC approach will be taken into account by all staff and can be seen at the bottom of this policy. Any child under the age of three will be taken from the area/ away from others by a member of staff who will quietly talk/discuss the troublesome behaviour and why they behaved that way. Any such incidents will be logged in the Behaviour File, one of which can be found in each Year Group including The Lodge.

Physical restraint, such as holding, will only be used to prevent physical injury to self, other children and adults or damage to property. A significant event of this sort will be recorded and the parents or carers informed the same day.

Adults will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately by means of explanation rather than personal blame.

Any behaviour problems will be handled in a developmentally-appropriate fashion, taking account of an individual child's level of understanding and maturity.

Adults will be aware that some kinds of behaviour may arise from a child's special needs and objective observations will be carried out to establish an understanding of the cause of any problems.

If there is a recurring problem, parents/carers will be invited to the Early Years Department for a discussion. We will work with the support of the parents/carers to encourage a better pattern of behaviour.

Any serious incidents will be recorded on the child's personal file.

## The ABC of Behaviour

This is a useful way of thinking about why a child is behaving in a certain way. It starts with the premise that the majority of behaviour is rational. It is optimistic – if a behaviour has been learned, it can be unlearned. The ABC model suggests that behaviour can be understood in terms of:

### A Antecedents:

- What happened immediately before the misbehaviour, the events that led up to it?
- What was the provocation, who did or said, or did not say, what?
- What was the setting for the behaviour? Is it always at the same activity, with the same child, or children?
- Does it always happen at certain times of the day or on the same day of the week? (Does it happen regularly on a Monday after weekend visits with an estranged parent?)

### B Behaviour:

- What precisely did the child do?

### C Consequences:

- What happened as a result of the behaviour?
- How was the problem dealt with?
- What did the others do?
- How did they react?

Remember that the consequences might be reinforcing the undesirable behaviour, for example, gaining adults' attention, peer approval, avoiding disliked activity.

The main question to ask is 'What is the child getting out of behaving like this?'

Teaching incompatibility skills: This should be the first strategy to consider when attempting to manage challenging behaviour. The most effective, and least restrictive, way of dealing with any kind of disruptive behaviour is attempting to increase the frequency of any kind of activity that is in opposition to the problem behaviour.

Problem behaviour - New skills to be taught and rewarded.

Snatching things - Make appropriate requests.

Pushing other children - Play a game with one of two children.

Slamming doors - Shutting doors quietly.

REMEMBER – Whatever strategies you use to manage inappropriate behaviour, you must be consistent in your approach.

## BEHAVIOUR POLICY FOR U2s

Our Under 2s do not follow the same procedure as our Early Years' Department. In the event of unwanted behaviour, children are distracted and spoken to gently but firmly and a behaviour management form is filled out. We work in conjunction with

parents / carers to establish 'home / School' expectations and support parents / carers as appropriate.

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