# Behaviour management in early years settings

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There is a range of resources available from the early years inclusion team to support practitioners in managing children's behaviours.

## ABC chart

The following chart should be used to collate the information gathered from your staff observations.

### Antecedents

* Particular attention should be given to the environment and other factors that are present in the period before the unwanted behaviour. For example, this could include;
* What was the child doing at this time (playing, queuing/waiting for an activity, joining another activity etc?)
* Who was with the child (other children, adults, or were they playing on their own?)
* What was the activity (did it involve having to share, was it a physical activity?)

The antecedents observed and recorded will help you to identify the cause or trigger to the behaviour. It can sometimes be hard to recognise the triggers when you work with a child every day; but the root of the behaviour is very important to help to manage the child and to put in place the right strategies to support them. It may be worthwhile asking a staff member who does not work with the child to also observe for a session, as they may be able to be a fresh pair of eyes.

### Behaviour

Use your observations to record what the inappropriate behaviour was – were they aggressive to other children for example. Also try to drill down and be very specific; do they target particular children or staff, or is it indiscriminate?

### Consequences

When recording the consequences of the behaviour please include the reaction of the child (where they remorseful for example), but also record the reaction of the staff team.

Once all your observations are fed into the UNWANTED behaviour column, we would suggest you discuss the WANTED behaviour column in a staff team meeting. A consistent approach from all staff members is very important, as the child will be aware of the boundaries and expectations of their behaviours from all adults in the setting.

Decide what behaviour you want to see in the child and discuss the different strategies you can put in place to help encourage them. These can include; praising the behaviour you want to see at every opportunity, reward systems, active ignoring, modelling of appropriate behaviours etc.

For a range of strategies to support children's behaviour please download the [Inclusion Development Programme: Supporting Children with Behavioural, Emotional and Social Difficulties (opens in a new window)](https://webarchive.nationalarchives.gov.uk/20110811000132/http%3A/teachingandlearningresources.org.uk/node/42784)

Ensure that all staff members are committed to using the same strategies and will react to the child in exactly the same way. It would also be very beneficial to include the parents in this discussion, as it is common that parents/carers will see some of the same behaviours in the home environment – and a consistent approach will have a greater impact on the child.

Once you have agreed the approach, this can be written into an Individual Support Plan / Behaviour Management Plan / Individual Provision Map. We would suggest that this is reviewed regularly with the parents/carers, as you may be required to change or tweak the strategies to ensure they continue to impact positively on the child's behaviours.

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| ABC chart | Unwanted behaviour | Wanted behaviour |
| Anticedent | 1. **What trigged the behaviour? Answer the question where? Who with? When? Why?**
 | 1. **How can the scene be sent to increase the chances of appropriate behaviour happening?**
 |
| Behaviours | 1. **What exactly did the child do which you wish them to stop?**
 | 1. **What would you prefer the child to do?**
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| Consequences | 1. **What happens? What might the child be finding rewarding that makes them carry on behaving in this way? How can you avoid giving attention?**
 | 1. **What encouragement or reward could you give to encourage this?**
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