



7. POLICY FOR BEHAVIOUR MANAGEMENT

Key points

- **We work in partnership with parents to promote positive behaviour using positive language at all times (no labelling children, only actions)**
- **No negative strategies: we do not humiliate children, withhold food or use the naughty chair**
- **We recognise the key role of adults as role models**

Introduction

At L'Ecole du Parc we want every member of the community to feel valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect for each individual. Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that all children are entitled to be cared for in environments in which they feel safe, therefore we aim to promote an environment where everyone feels happy, valued and secure.

L'Ecole du Parc positively encourage children to respect themselves and others in a secure, challenging, stimulating and positive environment with clear boundaries and expectations. In our role as educators of young children, shaping behaviour in a positive manner is vitally important to ensure a strong sense of self-worth and help build self-confidence.

By promoting the development of social skills and by intervening and supporting children who are experiencing difficulty, we can prevent challenging behaviour from becoming a permanent pattern.

A positive behaviour will influence harassment, bullying and race relations and will promote equal opportunity and good relations.

At all times staff work closely with children and parents to promote positive relationships and support the development of social skills which will benefit the children throughout their lives.

1. Aims and values

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS).

The EYFS states that *"children must be provided with support which will help them to develop a positive sense of themselves and of others; respect for others; social skills and a positive disposition to learn"*.

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's previous experiences, development stages and children's ages.

We recognise that there may be different expectations for children's behaviour at home and at nursery. We work with parents from different backgrounds and cultures and it is crucial to work with them because there are their child's first educator. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children.

At L'Ecole du Parc, we aim to provide appropriate opportunities for all children to develop:

- **Respect and self-esteem:** to encourage all children to have respect from themselves, for other people (their feelings, beliefs and values) and for the nursery environment (this includes school property and property of others).
- **Understanding and compassion:** to help children to understand other people's views and experiences and to develop empathy for others. We help children to negotiate and solve problems with peers. Also, different children have different needs and it is important that the children understand this.
Responsibility: to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.
- **Fairness and equality:** to give children an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this behaviour in their actions also.
- **Kindness:** to promote acts of kindness to each other and to demonstrate ways of being gentle towards each other.
To support children's development, staff will promote these aims and values through being role models .
For this approach to succeed, it is essential to work in partnership with parents. that parents/cares will join with us in partnership.

2. Daily actions that we use to support our aims and values

- **We help children to keep themselves safe by:**
 - Making them aware of dangers around them
 - Asking them to listen to adults
 - Telling children the routines and expectations
 - Encouraging them to walk in the classrooms and corridors (no running)
 - Reminding them not to throw toys
 - Teaching them to wash their hands after using the loos, for snack and lunch
 - Teaching them to use tissues to blow or wipe their noses
- **We help children look after themselves by:**
 - Using praise and positive reinforcement: it is just as important to point out positive behaviour as it is to call out negative behaviour
 - Helping them to recognise their feelings and express themselves in an acceptable way
 - Encouraging to ask for help from peers as well as adults
 - Encouraging their attempts and identifying with a view to planning for their interests
 - Building their independence through self-help skills
 - Encouraging them to learn from each other
 - Creating and discussing rules with adults
- **We help children to care about others by:**
 - Using conflict resolution and keeping calm
 - Modelling appropriate behaviour
 - Encouraging them to share, to negotiate and to work with others
 - Teaching them to be helpful and supportive to others
 - Working on and reinforcing the understanding of feelings (e.g. in circle time)
 - Naming and making feelings clear including the consequences of their actions: reflecting back to children (it will help the child to learn from example)
 - Being aware of the power of language (not being confrontational or negative)
 - Boosting self esteem
 - Giving time to listen and help acknowledging their responses sensitively
 - Encouraging them to talk and not to shout (in order to control the noise level)
- **We help children to be polite by:**
 - Saying "Good morning" and where appropriate "Please" , "Thank you" and "Sorry" (depending on their age and emotional and language development)
 - Modelling behaviours we want them to copy
 - Encouraging children to wait their turn
 - Talking one at a time: listening to each other without interrupting when someone is already speaking

- Giving children clear messages and setting an example

- **We ask children to look after equipment by:**

- Teaching them about health and safety
- Teaching them how to use toys, equipment and tools
- Playing games (during circle time) and considering, *"how do we look after this?"*
- Tidying up classroom and outdoor area
- Reminding them to tell us about breakage
- Looking after the equipment ourselves and therefore modelling

At l'Ecole du Parc, we believe that these strategies should help increase the understanding of rules within the setting and encourage positive behaviour.

As roles models, we ask all our members of staff to display the following behaviours:

Consistent

Adults are clear, consistent and uniform in their approach and interventions techniques.

They give continuous feedback to children both supportive and corrective and should always intervene as a calm adult to stop children hurting each other or behaving in a unsafe way.

Role model

Adults demonstrate what they expect from the children by setting good example in their own behaviour.

The adult is responsible to create an environment that fosters positive behaviour from children. This means we show children the same respect and politeness as we show adults e.g. no sitting on tables, asking them with "please" and saying "thank you", addressing disagreements with the other adults (staff or parents) politely and maturely, etc.

Praise children

They point out the positive behaviour by praising children and can use various encouragement methods.

Clear

They make sure that rules are understandable by everyone and age appropriate.

School rules are displayed in every classroom and are illustrated by pictures/photographs.

Involve children

Rules are discussed regularly with children. It is important for children to understand them and to think they are fair.

Staff recognises that many children can be active problems solvers with their help and could help to develop workable ground rules.

Involve parents

Staff communicate expectations and concerns with parents and listen to parents' comments and input.

L'Ecole du Parc recognise that a behaviour policy will work when the expectations for everyone's behaviour are realistic and when the responsible adults follow their own principles and ground rules. We recognise that parents are their children's first educators and, as such, we aim to agree principles that can be applied both at home and at school.

3. Challenging behaviours and strategies

Children display a range of behaviours, most of which are to be expected for their age and in particular when they are new to nursery.

Staff expect to deal with behaviour, such as inappropriate shouting out, having a "tantrum", hitting friends, not sharing toys, walking away at tidy-up time, etc.

The way we respond to behaviour and the strategies we use should always be age appropriate: We will have different expectations from 2 year-olds compared to 4-year olds.

The named person for promoting and supporting behaviour are the Louise de Chateauvieux for Garfield Road and Sophie Christophe Canonne for Stormont Road. It is their role to:

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- Advise and support other staff on any behaviour concerns
- Keep up to date with legislation and research relating to promoting positive behaviour
- Support changes to policies and procedures in the school
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

a. Initial Intervention

Initial intervention will be low-key and may include one of the following:

- Using a positive statement: *"If you want to throw something, you could go outside to throw a ball"*
- Explaining any concerns: *"If you run in the classroom you may fall over"*
- Verbalising what has happened and asking the children if there was another way that they could have acted
- Having a group discussion or circle time about "acceptable"/"unacceptable"
- Explaining to the children the approaches we will take when children are breaking the rules or putting themselves or others at risk (explaining consequences and/or sanctions)
- Ignoring: by not giving attention to minor, harmless, attention-seeking behaviour, these behaviours are likely to die out. It is equally important to praise appropriate behaviour
- Reminding to the child of what they need to stop doing or prepare for: this can help the child to adjust to a change and to negotiate and solve problems
- Sitting with the child in a quiet area and talking to him/her in a 1 to 1 situation
- Giving affection: if a child's behaviour is motivated by fear, anxiety or uncertainty, an injection of affection (verbal or physical) can help head off inappropriate behaviour
- Redirecting the child: trying to refocus the child away from what they are doing now, on to something else as a way of avoiding trouble
- Backing away: This is not the same as backing down. It is giving the child time to calm down before discussing the situation with them. Staying and continuing to challenge someone who is already angry is likely to make the situation worse. Alternatively, allowing the child to back away through offering them verbal or physical way out.
- Highlighting good examples in peer group
- Using stickers, stars or red light to encourage positive behaviour

b. Serious or recurring misbehaviour

i. *Management in class*

Teachers will deal with more serious or recurring misbehaviour by:

- Labelling the behaviour not the child: *"I don't like it when..."* or *"It's fine when..."*. This is a very important point. Labelling a child has significant consequences e.g. the biter, the lazy one, etc.
- Explain the consequences of their actions: *"When you throw sand it hurts other children..."*
- Giving a directive statement (direct appeal): giving a clear instruction to the child to stop certain behaviours or start something else (without increasing tone of voice)
- Asking children to move away to another or quieter area to calm down

ii. *Communication with parents:*

When a serious incident happens at school (biting, strong pushing, scratching, hitting), the class teacher will discuss with the office and mention it to the parents at the end of the day (in person or over the phone if parents are not present at pick-up). If it occurs more than twice within a month, the school will take further action which may include:

- Meeting with the parents
- Use of an "incident at school" form
- Observations & tracking of incidents

If deemed appropriate, teachers will also work with the school's Special Educational Needs Coordinator (SENCO) by:

- Filling out the *ABC approach* observation¹ form and informing the parents/carers. Organising a meeting with parents/carers will help to gather information and to understand what could trigger a specific behaviour. Supporting the child may involve setting up an Individual Education Plan (IEP) with specific targets related to behaviour (see Special Needs Policy).
- Sharing the plan with parents. Key actions will be agreed both within the setting and at home. We will also either seek or recommend input from the following, depending on each individual situation:
 - Local Authority Early Years Advisor
 - Local Authority Educational Psychologist
 - CAHMS or Clinical Psychologist
 - Speech Therapist

This could result in a change of attendance (moving to part-time) at the school's request.

As a last resort, the school reserves the right to exclude the child temporarily or permanently.

4. Strategies we do not use within the setting:

- **Physical punishment** or the threat of them are not used to manage a child's behaviour. Staff do not use any form of physical intervention unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property (in accordance with guidance "use of force to control or restrain a child", April 2010). Where physical intervention is used to manage a child's behaviour this must be recorded and parents/carers should be informed on the same day.
- We do not use **verbal humiliation or insults**, because such strategies undermine children's self-esteem.. They do not teach them to behave differently and sets a negative example to all children
- We do not **humiliate, segregate**, withhold food or use "naughty chair" in managing children's behaviour, as this is detrimental to their self-esteem.
- We do not **label the children**: adults who are genuinely concerned to support a child's behaviour will keep a child's behaviour separate from the child as a person and resist any temptation to label them, for example, as "aggressive" or "mean"
- **"Time out"** is only used if the adult uses this method to talk to the child about their behaviour. It is not a helpful method to encourage positive behaviour. Moreover, it should not be used solely to isolate a child.

This policy was adopted on	Signed on behalf of the nursery	Date for review
24/05/2023	Louise de Chateaufieux and Eva Toth	23/05/2023