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POLICY FOR BEHAVIOUR MANAGEMENT

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 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 assist children in ways of being gentle towards each other.

To support children's development staff will promote these aims and values through example and hope that parents/cares will join with us in partnership.

2. Strategies 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 adult
 - Telling children the routines and expectations
 - Encouraging them to walk in the classrooms and corridors (not running)
 - Reminding them not to throw toys
 - Teaching them to wash hands after toilet, for snack and lunch and to use tissues for nose
- **We help children look after themselves by:**
 - Using praise and positive reinforcement: it is equally important to point out the positive behaviour
 - Helping them to recognise their feelings and express themselves in a 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*”
- 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.

3. Examples of behaviours and strategies

Children display a range of behaviours, most of which is 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.

- **Intervention Techniques:**

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
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..."*
- Using non-confrontational language: *"When sand is thrown..."* instead of *"When you throw sand..."*
- 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
- Filling out the *ABC approach* observation¹ form and informing the parents/carers. Organising meeting with parents/cares will help to gather information and to understand what could trigger negative attitude.

Supporting the child may involve setting up an Individual Education Plan (IEP) with specific targets related to behaviour (Refer to Special Needs Policy).

- **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 a strategy undermines children's self-esteem, it blocks their learning to behave differently and sets a grim 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 use this method to talk to the child about their behaviour. It is not a helpful method to encourage positive behaviour; it should not be used for isolation purposes only.

4. Adult behaviour

- **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 show what they want from children by setting good example in their own behaviour.
The adult is responsible to create an environment which enables positive behaviour from children.
- **Praise children**
They point out the positive behaviour by praising children and can use stickers or other method to encourage it.

- **Clear**

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

The school's 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 ideas.

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.

Reviewed by: Elisa Sicking-Bressler and Eva Toth

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