

École Française de Bristol



L'École Française de Bristol

Pour faire vivre ton français

Behaviour Policy Nursery

Last review date:	February 2025
Next review date:	February 2026

Mathilde Monnet has the **overall** responsibility for behaviour management issues at the school. The named person for managing behaviour in our nursery is Claire Vallorge, the Early years lead and deputy headteacher.

Rationale:

At the nursery at L'École Française de Bristol, we aim to provide a caring and happy environment for our children. We believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interactions with caring adults who act as good role models, show them respect and value their individual personalities. As children develop, they learn about boundaries, the difference between right and wrong and to consider the views and feelings and needs and rights of others and the impact that their behaviour has on people, places and objects.

Aims:

- To promote a calm, purposeful and happy atmosphere within the nursery.
- To promote the development of a sense of right and wrong behaviour by teaching the children the appropriate way to act and discourage unacceptable behaviour.
- To ensure that all staff act as positive role models for children.
- Our approach will always be talking things through, encouraging self-control and responsibility and restoring friendships. We will always involve parents and seek to work together for the benefit of the child.
- Praise children's behaviour and acknowledge their positive actions and attitudes therefore ensuring that children see that we value and respect them.
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families.
- Supporting and developing self-regulation and empathy as appropriate to the stage of development.

General Expectations:

In our nursery, we aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour through:

- **Respect:** to encourage all children to have respect for themselves, for other people (their feeling, beliefs and values) and for the nursery environment including equipment and property.
- **Understanding and compassion:** to help children to understand other people's views and experiences and to be caring and tolerant towards others
- **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 practitioners 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.
- **Support and the use of positive reinforcement:** to acknowledge considerate behaviour, reinforcing positive behaviour developing children's confidence and self-esteem

Strategies to encourage positive behaviour

We help children look after themselves by:

- Praising them: focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable way

We help children to care about others by:

- Using conflict resolution and keeping calm
- Modelling appropriate behaviour
- Being aware of the power of language
- Encouraging children to wait their turn and be polite

We help children to care about and look after the environment by:

- Encouraging children to use equipment appropriately
- Tidying up together
- Displaying children's work
- Sharing responsibility
- Explaining proper care and use of areas (painting area, home corner, sand pit etc)
- Noticing, acknowledging and praising 'careful handling' and modelling it

Positive behaviours will be noticed and rewarded through verbal praise, stickers (occasionally) and a mention to parents at the end of the day.

Strategies with children who engage in inconsiderate behaviour

- We require all, staff and volunteers to use positive strategies for handling any inconsiderate behaviour, by helping children to find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanations as to what was not acceptable, and supporting children to gain control of their feelings, so that they can learn a more appropriate response.
- We do not raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- Details of such an event (What happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the named person for managing behaviour in our nursery (Claire Vallorge) and are recorded in an incident form (Appendix 1). The headteacher (Mathilde Monnet) and the child's parents/carers are informed on the same day and asked to sign the incident form which is kept in school.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- We never send children out of the room by themselves. Instead, we take children to a quiet space, away from the group (the calm corner for example), where they can have time and space to de-escalate. A sand-timer can be used when judged

necessary. When possible, resources to help children self-regulate are offered (fidgety toys or soft toys for example). Once calm, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately. This will be a time to think in a restorative approach (“how could we make X feel better” “What could we do to fix ...”). A social story could also be made to shine a light on the problem and discuss better alternatives.

The social story is also shared with families to reinforce the message at home.

Children under three years old

- We recognise that young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- We focus on ensuring a child’s attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Hurtful Behaviour

We take hurtful behaviour very seriously. We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometime overwhelm them.

- We offer support, calming the child who is angry, as well as the one who has been hurt by the behaviour. Our way of responding is to calm children through holding and cuddling if they want to. We offer an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children to recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish this to the person they have hurt – adult will help by modelling if necessary.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.
- Details of such an event (What happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the named person for managing behaviour in our nursery (Claire Vallorge) and are recorded in an incident form (Appendix 1). The child’s parents is/are informed on the same day. If another child was hurt, an accident form (Appendix 2) will be filled in and shared with parents/carers,
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child’s behaviour unless it is necessary to use “reasonable force in order to prevent children from injuring themselves or others or damage property” (EYFS).
- If “reasonable force” has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible on a “physical intervention report form” – see our “Physical contact policy” (available on request)
- If inappropriate behaviour continues, the practitioners will emphasise that it is the behaviour they disapprove of not the child whilst encouraging the children to make amends for their behaviour and comfort when appropriate, e.g. asked to get a tissue, or offer a comforting cuddle if they have hurt another person.

Our approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regaining control of the situation and resolving the situation themselves.

ABC recording chart

The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents. Where we have considered all possible reasons, then the nursery will follow the ABC recording chart (see Appendix 3) which uses key observations to identify:

- an event or activity (antecedent) that occurred immediately before a particular behaviour,
- what behaviour was observed and recorded at the time of the incident, and
- what the consequences were following the behaviour.

Once analysed, this should help determine the cause and function of the behaviour (and suitable support will be discussed).

Children with additional needs:

A minority of children may need additional or different support, beyond that of other children of the same age. Support for these children, in collaboration with parents/carers and our SENCO Mathilde Monnet may involve setting up an Individual Education Plan (IEP) with specific targets related to behaviour. Where appropriate, this stage may include referral to external agencies for additional support/assessment with parent/carers' consent.

APPENDIX 1

INCIDENT FORM

CHILD'S NAME: _____

DATE OF INCIDENT: _____

TIME OF INCIDENT: _____

NAME OF MEMBER OF STAFF WHO WITNESSED INCIDENT: _____

WHERE INCIDENT HAPPENED: _____

HOW INCIDENT OCCURRED:

ACTION TAKEN BY STAFF:

SIGNED (MEMBER OF STAFF): _____

SIGNED (PARENT): _____

- Copy of the form given to the Headteacher
- Headteacher/Deputy has given a copy of this form to the Nominated Individual **Serge Cognac**

NB All information on this form is strictly confidential

APPENDIX 2

FORMULAIRE A REMPLIR EN CAS D'ACCIDENT (ELEVES)
ACCIDENT FORM (PUPILS)

NOM DE L'ENFANT <i>NAME OF THE CHILD</i>	
DATE	
HEURE / TIME	
LIEU / PLACE	
CIRCONSTANCES DE L'ACCIDENT / <i>HOW ACCIDENT OCCURRED</i>	
NATURE DE LA BLESSURE / PARTIE DU CORPS <i>DETAILS OF THE INJURY/</i>	
SOINS PRODIGUES <i>FIRST AID GIVEN</i>	
NOM DES ADULTES PRESENTS <i>NAME(S) OF THE ADULTS PRESENT</i>	
SIGNATURE D'UN ADULTE TEMOIN DE L'ACCIDENT <i>WITNESSED BY (SIGN)</i>	
COUP OU BLESSURE A LA TETE ET ACCIDENTS NON MINEURS <i>KNOCK TO THE HEAD OR HEAD INJURY ETC. (NON MINOR ACCIDENTS)</i>	<p><input type="checkbox"/> PARENTS AVISES PAR TEL. PARENTS CONTACTED BY TEL. TIME / HEURE :</p> <p><input type="checkbox"/> DOCUMENT «Head injury advice sheet» PARTAGE PAR EMAIL (OBLIGATOIRE) COMPULSORY FOR HEAD INJURIES, ENCLOSE HEAD INJURY FACTSHEET) PAR / BY:</p>
AUTRES NOTES / <i>OTHER NOTES</i>	
EMAILED TO <u>(email address)</u> ON (date) AT (time)	

APPENDIX 3



ABC data collection sheet

Child's Name:	Key Person:
Date started:	Date finished:

Guidance:

ABCs are used to collect data about a child, that can be analysed to better understand:

1. what they are communicating through their behaviours; and
2. what best supports their engagement and belonging within the group.

The information can be used to help you to:

- a. reduce or adapt what the child is finding challenging;
- b. identify other ways to provide the child with what they are seeking;
- c. support the child to develop alternative communication and/or engage in alternatives;
- d. increase the circumstances when the child is engaged, happy, participating.

We recommend that you capture data about 1 and 2, to develop a more holistic picture and to support more positive partnership with parents/carers.

This should be a time limited exercise over a couple of weeks, depending on child's attendance. All adults that have contact with the child should be encouraged to notice and be curious, contributing to the information collected.

It is essential that the information is analysed, and actions identified at the end of the process. You may find it helpful to complete 'icebergs' at the start and end of the process. It will also support completion of Individual Risk Assessments and Individual Provision Plans.

Codes can be used to reduce time spent recording and to support awareness of the influencing factors. These can be added to:

Antecedents/Circumstances	Behaviours/Engagement	Consequences/Response
T = transition	T = Throwing	D = <i>distraction</i>

Date and Time:	Antecedent:	Behaviour:	Consequences:	In the moment comments/thoughts:

Analysis:

Actions:

APPENDIX 4

Scripts for adults supporting a child in crisis

All adults who see another adult supporting a child in crisis must say "**Help is available/ Je peux t'aider**" and must not involve themselves in the situation until invited.

The lead adult should then reply "**Yes, thanks/ Oui, s'il te plait**" or "**No, we're ok thank you/ Non, ça va**" This must be adhered to.

If invited to support, the lead adult will direct.

If as a second adult you witness a colleague who you deem it is essential to support you must say "**More help is available/Je vais t'aider**" at this point the first adult must transfer control of the situation. They may be requested to get another adult to assist.

If an adult supporting a child in crisis needs support from another member of staff, they must call for help and say "**I need help/ J'ai besoin d'aide**".