

Bizzie Lizzies Nursery and Pre School.

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Managing challenging behavior

Statement of Intent

At Bizzie Lizzies, we believe that children and adults flourish best in an ordered environment where expectations are clear and consistent, and everyone feels safe, valued, and respected. Our aim is to:

- Enable children to develop **self-discipline, self-regulation, and self-esteem** in an atmosphere of mutual respect and encouragement.
- Promote **positive behaviour** through consistent modelling and fair boundaries.
- Manage challenging behaviour in a way that is appropriate, supportive, and respectful to the child.
- Create a community in which children and adults are free to learn and explore without fear of being hurt, hindered, or bullied.

We recognise that learning socially appropriate behaviour is a **developmental process**.

Through positive role-modelling, clear guidance, and supportive intervention, we can meet the needs of each child while ensuring the wellbeing of all.

Core Principles

We encourage and reinforce positive behaviour through the following values:

- **Respect and Recognition** – Valuing contributions and uniqueness, while showing consideration for the feelings of self and others.
- **Freedom and Responsibility** – Supporting children to make decisions and learn about the consequences of their actions.
- **Inclusion** – Ensuring access to learning for all, regardless of background or ability.
- **Honesty** – Encouraging open, respectful communication.

- **Emotional Literacy** – Helping children and adults to develop the language to express and manage their emotions.
 - **Safety and Trust** – Creating an environment where everyone feels physically and emotionally safe.
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Promoting Positive Behaviour

Children's behaviour is guided through consistent, supportive strategies. We do this by:

- Noticing and acknowledging positive behaviours.
 - Using clear, age-appropriate language.
 - Maintaining consistent boundaries across the nursery.
 - Explaining the consequences of behaviour and involving children in **problem-solving** (see *Conflict Resolution Steps*).
 - Sharing behaviour information with parents/carers.
 - Supporting turn-taking (e.g., sand timers) and minimising conflict through well-planned environments.
 - Using modelling and strategies such as songs, gestures, and visual timetables.
 - Recognising feelings and encouraging empathy.
 - Providing opportunities to discuss behaviour and emotions during circle time and group activities.
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Responding to Challenging Behaviour

When behaviour is persistently disruptive or harmful, staff will:

- Be clear about what behaviour is unacceptable.
- Support the child to reflect and find positive solutions.
- Provide time away to calm and self-regulate before discussion.
- Use **personalised strategies** (e.g., Social Stories).
- Work in partnership with parents/carers to ensure consistency.
- Involve the **SEND CO** where necessary, creating an Individual Education Plan (IEP) with behaviour-related targets.
- Liaise with other agencies (e.g., Health Visitor, Behaviour Support Team).

Serious Incidents

Some behaviours are particularly concerning, including:

- Racist or discriminatory remarks.
- Inappropriate touching.
- Verbal aggression.
- Persistent harming of self or others.
- Intentional property damage.

These incidents will be managed on an **individual, non-judgemental basis**, which may include:

- Removing the child from the situation.
- Seeking immediate support from other staff.
- **Positive handling techniques** – used only when necessary to ensure the safety of the child and others.

If positive handling occurs:

1. A detailed, objective incident record will be completed (including staff present, injuries sustained, and restraint used).

2. Parents/carers will be informed and asked to sign the incident record.
3. Observations (e.g., ABC charts) will be carried out to identify triggers.
4. A meeting will be held with the Behaviour Officer, key person, and parents to agree an action plan.
5. Where necessary, further support may be sought from external professionals (e.g., CAMHS, Educational Psychology).

Conflict Resolution Steps

1. Approach calmly and at the child's level.
2. Acknowledge feelings: "I can see you're feeling upset/angry/hurt."
3. Gather information: "What's the problem?"
4. Restate the problem: "So, the problem is..."
5. Ask for solutions: "What could we do to solve this together?"
6. Support follow-up: Monitor and provide further help if needed.

(Adapted from Rachael Underwood and the High/Scope Educational Research Foundation)

Parent/Carer Involvement

Partnership with parents/carers is essential for effective behaviour management. We will:

- Share our expectations and approaches through meetings and discussions.
- Provide regular feedback on children's behaviour.
- Remain fair, consistent, and non-judgemental.
- Offer support and signposting to services where necessary.

We ask parents/carers to:

- Inform us of any changes at home that may affect behaviour (e.g., new sibling, bereavement, family changes).
- Reinforce positive behaviour expectations at home.
- Support staff strategies and act as positive role models.

Anti-Bullying Policy

Bullying is unacceptable at Bizzie Lizzies in any form (child-to-child, adult-to-child, child-to-adult, or adult-to-adult).

Definition (StopBullying.gov)

Bullying is unwanted, aggressive behaviour involving a real or perceived power imbalance, repeated or with the potential to be repeated. Both those who bully and those who are bullied may experience lasting harm.

Types of Bullying

- **Physical** – hitting, pushing, kicking, threats.
- **Verbal** – name-calling, sarcasm, spreading rumours, persistent teasing.
- **Emotional** – excluding, tormenting, humiliation.
- **Racist** – racial taunts, graffiti, gestures.
- **Social** – unwanted physical contact, abusive comments.
- **Homophobic** – hostile or offensive behaviour toward LGBTQ+ individuals or those perceived as such.
- **Cyber-bullying** – bullying through technology.

Aims and Objectives

- Bullying is harmful and unacceptable.

- All staff, parents, and children will be made aware of our zero-tolerance approach.
 - A safe, secure environment will be maintained where all can learn without fear.
 - Incidents will be taken seriously, recorded, and addressed consistently.
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Rough and Tumble Play

We recognise rough and tumble play as **pro-social play** rather than aggression. Strategies include:

- Setting clear boundaries.
 - Supporting children to understand “good” and “bad” behaviours.
 - Offering alternative, imaginative scenarios to redirect weapon play.
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Hurtful Behaviour

We recognise that young children are egocentric and may act out of frustration or excitement. Strategies include:

- Supporting children in managing emotions.
 - Encouraging empathy through guided play, stories, and circle time.
 - Supporting both parties when hurtful behaviour occurs.
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Anti-Bullying Procedures

Role of Staff

- All staff must be familiar with and apply the anti-bullying strategy.
- Training ensures staff can identify and respond to bullying.
- Incidents are taken seriously, intervened in promptly, and recorded.
- Parents will be informed if their child is involved in bullying (as a victim or perpetrator).
- Behaviour management plans will be implemented and reviewed where necessary.

Role of Parents

- Parents concerned about bullying should contact the nursery manager immediately.
- Parents are expected to support the anti-bullying policy and promote positive behaviour at home.
- Parents are encouraged to help their child develop social skills in line with the nursery ethos.

