



Managing Behaviour

Managing children's behaviour in a positive, supportive and respectful way is an essential part of our vision at Zeeba Nursery. Each nursery has a Behaviour Management Coordinator who will advise other team members on how to support any children with behaviour needs, who to contact for further advice and keep up to date with any new legislation or relevant research.

Our Behaviour Management Coordinator is:

STAFF TRAINING

Our staff will receive online training on managing behavior in the nursery during their induction period. In addition, we will ensure that all the practitioners attend relevant training to help understand and guide appropriate models of behaviour

EXPECTATIONS

Our expectations relating to behaviour within our nurseries are:

- Always help our friends
- Play nicely with our friends
- Respect our friends for who they are
- Look after our toys and our books
- Be gentle
- Be kind
- Be calm
- Remember to care and share
- Talk to our friends and adults using kind and friendly words
- Treat plants and living things with respect

To promote these expectations, we will:

- Ensure that all children feel valued as individual all the time.
- Help children to appreciate and value each other.
- Talk positively to the child to understand that the choice they made was wrong and discuss with them what choice would be better.
- Explain clearly that it is the behaviour that is disapproved of, not the child.
- Use appropriate positive language with the children, encouraging positive responses from them.
- Praise a child when appropriate, reinforcing positive behaviour.
- Give individual time and attention to the child.
- Encourage children to talk over a problem.
- Involve the children in creating rules / boundaries encouraging them to be responsible for their environment and helping them to understand consequences of their behaviour.
- Display the rules in the classroom and discuss them during circle time.
- Anticipate and remove potential problems and / or re-direct activities.
- Distraction: i.e. drawing a child away from an undesirable action or activity by introducing them to another activity.
- Deal immediately with inappropriate behaviour in a clear, calm and assertive manner.
- Be aware of not making emotional or moral judgements to avoid creating negative labels for a child and / or their family.



- Have realistic expectations of the children taking into account the age and stage of the child's development; colleagues must modify their expectations in light of the child's level of maturity and ability.
- Goals must be specified in language everyone, including the child, can understand. They should be broken down into small steps, starting with what the child can achieve and building up slowly.
- Act as positive role models for the children.
- Promote a positive environment.
- Ensure that children are engaged in stimulating and interesting activities.
- Try to understand the reason for the child's behaviour.
- Work as a team by discussing and resolving incident in a consistent manner.
- Work in partnership with parents and any other external agencies.

USE OF REWARDS AND SANCTIONS

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Older children can have a behaviour chart in their classroom. Practitioners have to be mindful of the child's emotional level of development and maturity when using those charts.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

CORPORAL PUNISHMENT

- Corporal Punishment is not acceptable by any person, who cares for or is in regular contact with a child. Any person who fail to meet this requirements commits an offence (EYFS 3.52)
- Any threat of corporal punishment is not acceptable or any threat which could affect a child's well-being (EYFS 3.53)

AGGRESSIVE BEHAVIOUR

- In the event where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. the manager should complete risk assessments identifying any potential triggers or warning signs ensuring other children and staff safety at all times.
- In these instances it may be that the child is removed from that area until they have calmed down and / or restraining techniques are used by trained staff.

PHYSICAL INTERVENTION

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is



upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

- 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).
- In this instance, it should be used as a last resort.
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.
- If physical intervention is used, the manager should be informed and the incident should be recorded.
- The parents / carers will be informed on the same day or as soon as reasonably practicable.

BULLYING

- Bullying takes many forms (physical, verbal or emotional), but it is always a repeated behaviour that makes others feel uncomfortable or threatened.
- Any form of bullying is unacceptable and will be dealt with immediately.
- Any instance of bullying will be discussed fully with the parents of all involved, to look for a consistent resolution to the behaviour.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery.

BITING

- Biting is a common behaviour and a phase that some young children go through. It can be triggered when they do not yet have the words to communicate their anger, frustration or need.
- Strategies to prevent biting include; sensory activities, biting rings, adequate resources and a stimulating exciting environment. Strategies will depend on the child's age and level of development.
- The child who has caused the bite will be told in terms that they understand that biting (the behaviour and not the child) is unkind, and be shown that it makes staff and the child, who has been bitten, sad.
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, prompt treatment may be needed for both the 'biter' and the 'bitten': The child who has been bitten will be comforted and checked for any visual injury.
- Where the bite has broken the skin you should:
 - Encourage the wound to bleed, unless it is bleeding freely;
 - Irrigate the wound thoroughly with warm, running water;
 - Cover the wound with a waterproof dressing.
 - Seek medical attention from a First Aider, the local Accident & Emergency Department, or the local Walk-in Centre facility where appropriate.
 - If the biter has blood in the mouth they should swill it out well with tap water and spit out (do not swallow).
- An accident form will be completed and the parents may be informed via telephone if deemed appropriate. For confidentiality purposes and possible conflict the name of the child who has bitten will not be disclosed to the parents.
- Support will be offered to the parents of the child who has been bitten, they will be offered time to discuss the situation with reassurance of how the situation is being dealt with.
- If a child continues to bite, observations will be carried out to try to distinguish a cause, e.g. tiredness or frustration. We will follow the steps and techniques highlighted above to promote positive behaviour.

If a child's behaviour continues and staff is concerned they should:

- The key person must discuss inappropriate behaviour with the child's parents, so that we can work together with parents to ensure consistency between their home and the nursery.



- Identify and monitor the child's behaviour by completing observations. ABC charts are often used to record observations on behaviour (see Appendix B). Check with your local authority which format they would prefer you to use.
- Discuss their concerns with the Behaviour Manager Coordinator / SENCO.
- Arrange a meeting with the parents / carers.
- Contact any external agencies for advice and support and work in partnership with them to ensure the child's individual needs are met.
- Draw up and implement an individual support for positive behaviour action plan, in partnership with the parents. This will be evaluated and reviewed on a regular basis and will involve external agencies if necessary

We will not:

- Shout at children
- Use corporal punishment or threaten children with corporal punishment
- Use 'time out' or leave children alone
- Use "naughty" chairs / steps
- Be negative towards children
- Use negative words when talking to children; avoid saying words such as "naughty" "no" and "don't"
- Set children up to fail
- Expect too much from children
- Use threats
- Talk about the child in a negative way
- Ignore children
- Withhold items such as food or comforters
- Physically pull children away from situations

ALLEGATIONS OF MISCONDUCT

If an allegation of misconduct is made against a member of staff in respect of restrictive physical intervention or bullying, it will be addressed in accordance with our Safeguarding Policy: Allegation against a colleague. Both inappropriate use of restrictive physical intervention and using words that could damage a child's self-esteem can constitute abusive practice and could result in disciplinary action being taken against the member of staff.



Appendix A

Promoting Positive Behaviour Guidance Do's and Don'ts

DO

- Make all the children feel valued as individuals.
- Ensure that all children feel valued all the time.
- Enable the children to share their experiences with each other and with colleagues.
- Help children to appreciate and value each other.
- Talk positively to the child to understand that the choice they made was wrong and discuss with them what choice would be better.
- Use “time with” the child to talk positively with them about the choices they can make/made.
- Use appropriate positive language with the children encouraging positive responses from them.
- Praise a child whenever you can, reinforcing positive behaviour.
- Give individual time and attention to the child.
- Encourage children to talk over a problem.
- Involve the children in creating rules/ boundaries encouraging them to be responsible for their environment and helping them to understand consequences of their behaviour.
- Anticipate and remove potential problems and/ or re-direct activities.
- Be aware of not making emotional or moral judgements to avoid creating negative labels for a child and/or their family.
- Have realistic expectations of the children taking into account the age and stage of the child's development; colleagues must modify their expectations in light of the child's level of maturity and ability.
- Goals must be specified in language everyone, including the child, can understand. They should be broken down into small steps, starting with what the child can achieve and building up slowly.
- Act as positive role models for the children.
- Promote a positive environment.
- Ensure that children are engaged in stimulating and interesting activities.
- Try to understand the reason for the child's behaviour.

DON'TS

- Raise your voice or shout at children.
- Use corporal punishment.
- Use time out.
- Use “naughty” chairs/steps.
- Be negative towards children.
- Use negative words when talking to children; avoid saying words such as “naughty” “no” and “don't”.
- Set children up to fail.
- Expect too much from children.
- Use threats.
- Talk about the child in a negative way.
- Ignore children.
- Withhold items such as food or comforters.
- Physically pull children away from situations



Appendix B

ABCC chart: a way of problem-solving

A Where? Who with? When? Why? What led up to the behaviour or incident? What was happening just before?	B Write down what actually happened. Write what you saw or heard.	C What happened next? What did you do? What did s/he do? What did other children do?	C What was the child trying to communicate with their behaviour? What was the child having difficulty with? What do I think was causing the behaviour?	Risk assessment Prioritise behaviour Red / Amber / Green Consider risk to children, staff, property