



Burpham Preschool: Behaviour Management Policy

(This policy includes physical restraint and positive touch, and is to be read in conjunction with the biting policy)

At Burpham Preschool, we aim to provide a positive and consistent environment in which children can play and learn.

We work in partnership with parents by communicating and offering advice and support, especially when dealing with behavioral issues. It is recognised that all children behave in different ways and that changes in behaviour are usually a result of a change in their environment or a developmental stage. We work in partnership with parents to advise and assist where possible, or signpost to organisations who can offer guidance and advice.

Our focus is always on promoting positive behaviour and the prevention of unwanted behaviours. Promoting and rewarding good behaviour enables children to realise that desirable behaviour, self-discipline and responsibility to self and others are highly valued in our community which in turn helps to make them feel valued and more confident. Positive behaviour is promoted through:

- Praise, rewards and encouragement, e.g. thumbs up, a pat on the back, smiles, star charts and positive language.
- Using it as an example to others to promote desired behaviour.
- Modelling and developing social skills such as sharing, manners and taking turns.
- Encouraging children to take responsibility for their own behaviour and that of others, i.e. supporting a child to tell another child 'Please don't do that, I don't like it'.
- All children have individual 'being me charts. When they receive 10 stickers, they can choose a small prize.

Dealing with Undesirable Behaviour

Our starting point is to consider a child's age and stage of development. Unacceptable behaviour includes:

- Physical harm of other children/self or staff
- Emotional harm of other children
- Not complying with turn taking sharing and other social skills

- Repetitive damage of preschool property or of that belonging to another child
- Persistent unkindness

Staff will try to prevent unwanted situations occurring by intervening before they happen. We have a variety of strategies that we use to deal with unwanted behaviour. These vary according to the age and developmental stage of the child, the situation and other factors, such as tiredness. These include:

- Verbal warnings with explanation
- Removal of equipment
- Distraction
- Removing of child from situation
- Visual/Verbal Reminders
- Reflection time with a member of the preschool leadership team

If a child is showing persistent behaviours that are not typical to their age or stage of development, we will then take the following steps:

- Persistent behavioural problems will be discussed with the parent/carer and noted in the child's records.
- If necessary, an individual behaviour plan will be implemented e.g. ABC charts to determine a trigger for the unwanted behaviour. Parents will be informed at this stage.
- Further advice from partnership agencies will be sought if necessary e.g. Health Visitors, Speech and Language Therapists, Occupational Therapists and paediatricians.

Physical Restraint

Physical restraint is the positive application of force with the intention of protecting the child from harming themselves or others, or seriously damaging property. The proper use of physical restraint requires skill and judgement, as well as knowledge of non-harmful methods of restraining.

Physical restraint may be used in the following situations:

- A child hurts another child or a member of staff
- A child is causing or at risk of causing injury or damage by accident, rough play or by misuse of materials or objects.
- A child is behaving in a way in which he/she might have or cause an accident likely to injure themselves or other children.

- A child absconds or tries to leave the building.

In the event of physical restraint having been used, it is important to consider the strategies which are deemed acceptable and the recording procedures that should be in place:

- Use positive touch strategies to reduce escalation and always use physical restraint as a last resort.
- Verbally tell the child to stop and state the possible consequences of failure to do so.
- If possible, summon another adult whilst continuing to communicate with the child throughout the incident.
- Clearly communicate that restraint will be removed as soon as it ceases to be necessary.
- Appropriate follow-up action should be taken which may include providing medical support or providing respite for those involved.

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem.

Following the use of physical restraint, staff should record details including:

- Name of child (s)
- Staff member (s) involved
- Factors necessitating physical intervention
- Strategies which were employed prior to using physical intervention
- How physical intervention was used
- Outcome of restraint
- Any other action taken in the management of the incident

Staff must inform the preschool leadership team including the designated safeguarding lead (DSL) immediately. The preschool leadership team will record these incidents on the Physical Intervention Log.

Parents/carers should be contacted as soon as possible and the incident explained to them. This meeting/ discussion should also be recorded.

Positive Touch

Positive touch refers to any physical contact that conveys warmth, care, support, or affection in a respectful and appropriate manner. Examples include:

- Gentle Hug
- Holding Hands
- Reassuring Pat on the Back
- High-Five
- Comforting Hand on the Shoulder

Reviewed: May 2026

Next Review: May 2027