

Harriet House School

Behaviour management Policy:

Principles and Implementation

Implementation date:

September 2015

Review date: September 2024



Behaviour Management and Positive Handling Policy

Harriet House believes that children flourish best when they know where the boundaries are and have positive role models, and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. At Harriet House the use of positive handling or restraint would only be set within the schools behaviour management framework, and only used as a last resort underpinned by sound risk assessment and judgement.

To achieve this, it is our policy to:

- Ensure the head teacher has overall responsibility for issues concerning behaviour
- Regularly send staff on behaviour management courses to keep up to date with legislation and research
- Access relevant sources of expertise on handling children's behaviour
- Ensure that behaviour management is included in the induction of new staff and volunteers
- Require staff, volunteers and students to provide a positive model of behaviour by treating children, parents and each another with respect, care, courtesy and kindness
- Require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development
- To have an agreed set of ground rules which are displayed in the nursery and we expect all staff to apply these consistently across the school

- Children respond well to positive reinforcement within their groups and in the school as a whole.
- Praise and endorse desirable behaviour such as kindness and willingness to share
- A sensitive and responsive teacher/caregiver is one who sees the world from the child's point of view and seeks to meet the child's needs.

Sensitive and responsive teaching/caregiving has four essential components:

- Awareness of a child's signals.
- An accurate interpretation of these signals.
- An appropriate response to the signals.
- A prompt response to the signals.
- Avoid creating situations in which children receive adult attention only in return for undesirable behaviour
- Help children who behave in unacceptable ways, to see what was wrong and how to cope more appropriately. It is the behaviour not the child that is causing a problem.
- If a child does not respond to the key worker he/she will be removed from the situation until they are ready to re-join.
- Never send children out of the room by themselves
- Never use physical punishment, such as smacking or shaking. Children are never threatened with these
- Never use techniques intended to single out and humiliate individual children.
- Only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. 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 Headmistress or Deputy and are recorded in our Incident Book. A parent is informed on the same day and signs the Incident Book to indicate he/she has been informed
- Make clear immediately in cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame
- Never shout or raise voices in a threatening way to respond to children's behaviour unless trying to stop a dangerous action

- Handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development – e.g. by distraction, discussion or withdrawing the child from the situation
- Work in partnership with children's parents. Parents are regularly informed about their children's behaviour by a member of staff. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

If a child hurts another child, either physically or verbally we will take the following action

- We intervene to stop the child harming the other child or children
- We explain to the child why his/her behaviour is inappropriate
- We give reassurance to the child or children who have been hurt
- We speak to the child who has hurt somebody about apologising and encourage them to do so
- Whenever we have an incident of this nature in the class we talk to both sets of parents individually explaining how we are helping the children
- In the extreme case of a child putting another child or himself in danger we will take them out of the environment and sit with them to gently explain that we have to sit together until it is safe for us both to go back inside.

Positive Handling

- All staff to be trained on positive handling.
- If physical restraint is necessary to manage the behaviour of an individual, a Pastoral Support Plan (PSP) will be instigated during a debriefing meeting with the Headmistress, the child's key worker and the parents/carers.
- If physical restraint is necessary on more than one occasion advice on positive handling, and how best to implement it with the individual, will be put on the child's file.
- In the case of a child with a statement of educational needs, there will be termly meetings with the Headmistress and the child's key person to discuss and address any concerns of challenging behaviour as well as interim meetings following specific incidents. Children on such a statement will have a PSP with planning and strategies to address challenging behaviour this will have been drawn up at a meeting with the Headmistress, the child's key person and the parents/carers.

Records are kept of any incident involving positive handling or physical restraint and parents/carers will be informed and consulted each time a form is completed. In any instance where such control is used the school will endeavour to protect both children and adults from physical harm.

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