

Harriet House School

Behaviour management Policy:

Principles and Implementation

Implementation date:

September 2015

Review date: April 2026



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
- 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.

(taken from our Child Protection Policy)

Child on Child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. All staff should be aware that children can abuse other children and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. All reports of peer on peer abuse will be taken seriously and acted upon in line with the behaviour policy. All staff should understand, that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for

example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

For further information about sexual violence and sexual harassment see [Keeping children safe in education 2023](#) Annex B

All staff should be clear as to Harriet House's policy and procedures with regards to peer on peer abuse, and the dedicated NSPCC helpline, a helpline to support victims of sexual harassment and abuse in education settings. **0800136663**.

Safeguarding Outside the Home is an approach to understanding to understanding, and responding to young peoples experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young peoples experiences of extra-familial abuse can undermine parent-child relationships.

Child on Child abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

5. School policy

5.1 We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse and extremism. Safeguarding is **everyone's** responsibility; therefore, **everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children. Schools and their staff form part of the wider safeguarding system for children. For services to be effective they should be based on a clear understanding of the needs and views of children. (Working Together to Safeguard Children, 2019.) In order to fulfil their safeguarding responsibilities, professionals should make sure that their approach is child-centred and they should consider what is in the **best interests** of the child. Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action (KCSIE, Sept 2023).

5.2 This school will therefore:

- a) Ensure they facilitate a whole school approach to safeguarding have a Designated Safeguarding Lead (DSL) for Safeguarding, a Deputy Designated Safeguarding Lead (DDSL) from the senior leadership team who have been trained to the appropriate level and understand their responsibilities with respect to the protection of children, young people and vulnerable adults and the safeguarding of all learners; for designated members of staff in schools, this training should take place every **two years**. The Designated Safeguarding Lead and their deputies are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on Safeguarding concerns. All staff and other adults working within the setting are clear about the procedures where they are concerned about the safety of a child. A full description of the duties of a DSL can be found in Part One, KCSIE, Sept 2023.
- b) Ensure that there are safeguarding policies and procedures in place and are reviewed annually to ensure children and learners are kept safe.
- c) Ensure that all staff have signed that they have read and understood at least Part One of 'Keeping Children Safe in Education', Sept 2023.
- d) Ensure that pupils know that there are adults within the school they can approach if they are worried or are in difficulty.
- e) Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to. Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children's behaviour. Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- f) Ensure all staff are able to identify children who may benefit from early help and the early help process and their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and in some cases, acting as the lead professionals in undertaking an Early Help assessment. In relation to early years, staff should demonstrate the young children's understanding of 'how to keep themselves safe from relevant risks' and demonstrate how this is monitored across the provision.
- g) Ensure that there is a job description for the Designated Safeguarding Lead that states the DSL should take lead responsibility for safeguarding and child protection including online safety and understanding the filtering and monitoring systems in place.
- h) Ensure all Independent schools take into account whether or not the school meets all the paragraphs in part 2 of KCSIE (spiritual, moral, social and cultural

development of pupils), part 3 of KCSIE (welfare, health and safety of pupils), part 4 of KCSIE (suitability of staff, supply staff and) and part 5 of KCSIE (premises and accommodation at schools) of the independent school standards.

- i) Ensure positive behaviour is promoted consistently. That staff use effective de-escalation techniques. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and those around them. All incidents are reviewed, recorded and monitored and the views of the child are sought and understood.

- j) Have a responsibility and be aware of the signs of abuse and neglect so they can identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff must be aware of the main categories of abuse: Physical, Emotional, Sexual and Neglect. In addition, all staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Staff should be aware that behaviour linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. All staff then have a responsibility to take appropriate action, working with other services as needed.

- k) Ensure that any risks associated with children offending, misusing drugs or alcohol, self-harming, Female Genital Mutilation (FGM), Child Criminal and Sexual Exploitation (CSE), going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and shared with the local authority children's social care service, CAAS (Contact and Advice Service) or other relevant agencies. There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate. (Refer to Appendix 3 for further information on specific safeguarding issues and Annex A in KCSIE, 2019).

- l) Ensure all staff members are aware of the systems within their school which support safeguarding and these should be explained to them as part of their induction. Induction must include an introduction to the Designated Safeguarding Lead and their deputies, and staff must be made aware of the behaviour policy and the schools safeguarding response to children who go missing. Adults understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse children or learners. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children's

well-being. Leaders of early years settings implement the required policies with regard to the safe use of mobile phones and cameras in settings (refer to policies). All relevant information and guidelines are posted on notice boards in the staff room and Little House.

- m) Ensure an effective Child Protection and Safeguarding policy is in place and updated annually. An online safety policy that includes appropriate filtering and monitoring on school devices and networks, which includes appropriate filtering and monitoring on school devices and networks and that includes the use of mobile and smart technology.

- n) Ensure that any child protection and/or safeguarding concerns are shared immediately with the relevant local authority, CAAS and or the police. If a child is in immediate danger or is at risk of harm a referral should be made to CAAS and/or the police immediately. Staff will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to CAAS. Where the concern is about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area where the child lives. Where the concern is an allegation about a member of staff in a setting, or another type of safeguarding issue affecting children and young people in a setting, the matter should be referred to the local authority in which the setting is located. The relevant Designated Officer needs to be informed. Where referrals are not made by the Designated Safeguarding Lead, they should be informed, as soon as possible, that a referral has been made.

- o) Ensure all concerns, discussions and decisions made and the reason for those decisions should be recorded in writing. If in doubt about the recording requirements staff should discuss with the Designated Safeguarding Lead. Written records are made in a timely way and held/sent securely where adults working with children are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, without consent. Please refer to [Information Sharing advice for practitioners](#) for full guidance on information sharing (hard copy in staff room).

- p) Ensure a record of referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child from further harm. There is evidence, where applicable, that staff have an understanding of when to make referrals when there are issues concerning sexual exploitation, radicalisation and/or extremism, Female Genital Mutilation (FGM) or that they have sought additional advice and support. Parents are made aware of concerns and their consent is sought in accordance with local procedures unless doing so would increase the risk of or actual harm to a child. If in doubt, contact CAAS for consultation and advice.

- q) Ensure there is a written plan in place that has clear and agreed procedures to protect a child. For children who are the subject of a child in need plan or child protection plan or who are looked after, the plan identifies the help that the child should receive and the actions to be taken if a professional working with the child has further concerns or information to report. All staff should have an awareness of issues around safeguarding looked after children as the most common reason for children becoming looked after is as a result of abuse and/or neglect. The Senior Management Team should ensure that staff have the skills and knowledge necessary to keep looked after children safe.
- r) Ensure children who go missing from the setting they attend receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well understood and their impact is minimised. Staff are aware of, and implement in full, local procedures for children who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children. In relation to early years settings, providers are aware of and implement the requirements of the 'Statutory Framework for the Early Years Foundation Stage' when children go missing while in the care of the provider. (Refer to Appendix 3 for further information).
- s) Include in the curriculum activities and opportunities for Personal Health & Social Education (PHSE), which equip pupils with the skills they need to stay safe from all forms of abuse such as bullying (including cyber bullying), sexting, peer on peer abuse, homophobic behaviour, racism, sexism and extremism through promoting fundamental British values. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.
- t) Include in the curriculum, material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- u) Ensure that wherever possible, every effort will be made to establish effective working relationships with parents/carers and colleagues from partner agencies.
- v) Ensure that safeguarding the child is of paramount importance when considering a request for flexi schooling and that any concerns are raised with the CAAS team.
- w) Ensure that the school contributes to inter-agency working in line with statutory guidance ([Working Together to Safeguard Children, 2019](#)).

Harriet House work with social care, CAAS, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to interagency plans to provide additional support to children subject to child protection plans. Harriet House allows access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or consider whether to conduct, a section 17 assessment or a section 47 enquiry (Children's Act 1989). As part of meeting a child's needs it is important for Harriet House School to recognise the importance of information sharing between professionals and local agencies. Data protection fears should not be a barrier to information sharing as the safety of the child is paramount. Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

- x) Ensure appropriate action is taken when children stop attending the setting; for schools, this includes informing the local authority when a pupil is going to be deleted from the register.
- y) Ensure the school practices safer recruitment by robustly checking the suitability of staff, contractors and volunteers to work with children to ensure that those who are unsuitable to work with children are not employed, ensuring that all statutory requirements are adhered to. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or place them at risk.
- z) Ensure all staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child. Staff know how to recognise that children are capable of abusing their peers and will ensure that allegations of peer on peer abuse will be investigated and dealt with. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children. Staff should ensure that there is a procedure in place to handle allegations against teachers, head teachers, principals, volunteers and other staff. Such allegations should be referred to the Designated Officers at the local authority by the appropriate person (set out in Part 4 of KCSIE, Sept 2019). Refer to LADO flowchart (Appendix 4)

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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