

Behaviour Management and Anti Bullying Policy

Harmony AE Ltd. believes that children and young people flourish best in an ordered environment in which everyone knows what is expected of them, and that children and young people are free to develop their learning without fear of being hurt or hindered by anyone else. Our aim is to work towards a situation in which children and young people can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- All adults associated with Harmony AE Ltd. will ensure that the rules of the Centre are applied consistently, so that children and young people have the security of knowing what to expect and can build up useful habits of behaviour.
- All adults will strive to provide a positive model for the children and young people with regards to friendliness, care, courtesy and respect.
- Adults will praise and endorse desirable behaviour such as kindness.
- Adults will take positive steps to avoid a situation in which children and young people receive adult attention only in return for undesirable behaviour.
- Rules governing the conduct of those at the Centre and the behaviour of the children and young people will be discussed and agreed termly or as deemed necessary. The rules will be explained to all newcomers, both staff, and children and young people.
- Staff will provide activities and games that encourage cooperation and working together.
- Staff will seek to update their understanding of children and young people's behaviour by attending appropriate courses from time to time.

When children and young people behave in unacceptable ways:

- There will be no use or threaten of use of physical punishment, such as smacking or shaking, under any circumstances.
- Children and young people will never be sent from the room unaccompanied by an adult.
- There will be no humiliating techniques used to single out a child or young person.
- There will be no shouting or raising of our voices in a threatening way to children and young people.
- No use of physical restraint, such as holding, unless to prevent physical injury to children and young people or adults and/or serious damage to property. Reasonable force will be used only to prevent children and young people committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline. Harmony staff will follow the advice given in "Use of Reasonable Force".

- Children and young people who misbehave will be given 1:1 adult support in seeing what was wrong and in working towards an appropriate solution.
- Sometimes the solution may be achieved by a period of “time out” with or without an adult, in a quiet corner of the building or in the entrance, where they will be encouraged to think out their actions.
- In case of serious misbehaviour, such as racial or other abuse including child on child abuse, the unacceptability of the behaviour and attitudes will be made clear immediately by means of explanation, not personal blame.
- Parents/carers will be notified of any behavioural problems as they occur, in a confidential manner. It may be that an incident will be logged in the Centres Incident Book and be signed by a member of staff and the child or young person’s parent/carer. This will remain confidential to the parties involved.
- Any behavioural problems will be handled in an appropriate manner respecting the individual child or young person’s level of understanding and maturity.
- Adults will be aware that some kinds of behaviour may arise from a child or young person’s special needs.

Kinds of behaviour that require positive intervention

We make a distinction between three kinds of behaviours that require support or intervention in order to achieve the considerate and socially acceptable behaviour that we expect of children and young people according to their age and developmental maturity or whether they have any special education needs. These behaviours are

- **Inconsiderate behaviour:** This includes behaviours such as pushing, being un-cooperative, disrupting a session, hitting out against another. Depending on age, they may be characterised by developmental immaturity whereby children and young people are not at the stage where they can manage frustration or anger themselves, they may not have the language to express themselves, or may not understand and be able to keep to social rules. We may regard the child or young person to be a learner of what is acceptable in need of support, explanation, encouragement, positive modelling and guidance – just as in learning any other skill.
- **Hurtful behaviour:** We take hurtful behaviour very seriously. For most children and young people, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. Some children and young people may engage in hurtful behaviour because they are deeply unhappy and they require support and care. However, hurtful behaviour has an impact for the child at the receiving end which is significant and this is also taken into consideration when responding to incidents of hurtful behaviour.
- **Bullying:** We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or young person. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child or young person who is bullying has reached a stage of cognitive development

where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Strategies with Children and Young people who engage in inconsiderate behaviour

- Staff use positive strategies for handling any inconsiderate behaviour, by helping children and young people find solutions in ways which are appropriate for the children and young people's ages and stages of development.
- Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children and young people to gain control of their feelings so that they can learn a more appropriate response.
- Staff offer comfort to both children and young people in a dispute and encourage them to find a solution to their problem.
- When children and young people behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We praise children and young people for their efforts and achievements in resolving a dispute or learning a social skill such as waiting for their turn.

Hurtful behaviour

- We recognise that young children and young people behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We help them manage these feelings as the biological and cognitive means to do this for themselves is still underdeveloped in very young children.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when "triggers" activate responses of anger or fear.
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We recognise that some children and young people require help in understanding the range of feelings experienced. We help children and young people recognise their feelings by naming them and helping children and young people to express them, making a connection verbally between the event and the feeling.
- We help children and young people learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We help children and young people develop pro-social behaviour. We are aware that the same problems may happen over and over. In order for both the biological maturation and cognitive development to take place, young children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

- We support social skills through modelling behaviour, through activities and drama. We build self esteem and confidence in children and young people, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children and young people to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents and carers to identify the cause and find a solution together. The main reasons for children and young people to engage in excessive hurtful behaviour are that:
 - They do not feel securely attached to someone who can interpret and meet their needs. This may be in the home and it may also be in the setting.
 - Their parent/carer in the setting does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger.
 - The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse.
 - The child has a developmental condition that affects how they behave.
- In cases of hurtful behaviour such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- Details (what happened, what action was taken and by whom, and the names of witnesses) of hurtful behaviour incidents that give cause for concern are brought to the attention of the key worker for that child or young person and are recorded in the Incident Book. The child's parent is informed on the same day.

Bullying

Harmony will not tolerate bullying of any kind. Bullying behaviour is defined as repeated behaviour that is intended to harm someone either physically or emotionally. It is often aimed at, but not limited to, specific groups; for example, because of race, religion, gender or sexual orientation. It takes many forms, which include physical assault, teasing, making threats and name calling. It includes cyber-bullying, which can be via mobile phone or online, through email, apps, social networking and instant messenger. This may cover any of the possible scenarios:

- a) Child upon child
- b) Staff upon child
- c) Staff upon staff
- d) Parent upon staff

- a) Should this situation arise, the key worker for that child or young person carefully monitor each individual case and, depending on the severity and frequency, will promptly talk to parents and possibly discuss with other appropriate persons with the parents' permission. Tactics such as distraction, positive reinforcement and using materials to discuss emotions and feelings may also be used.
- b) Should it become apparent that a member of staff is bullying a child, the member of staff will be immediately reprimanded by the Headteachers and, depending on the severity of the case, the member of staff will either be suspended or placed on a probation period, throughout which the situation will be monitored and further action will be taken if necessary.
- c) Should a member of staff be bullied by another member of staff, both staff involved will be consulted thoroughly by the Headteachers and a warning will be issued to the bully. Should it continue, then the staff member will be dismissed.
- d) Should a parent prove to be bullying a member/members of staff, the parent will be confronted by the Headteachers who will organise a meeting to discuss any issues the parent may have. The final step would be that Harmony will no longer offer support.

If a child bullies another child or young person:

- We show the child or young person who has been bullied that we are able to listen to their concerns and act upon them;
- We intervene to stop the child harming the other child or young person;
- We explain to the child or young person doing the bullying why his/her behaviour is inappropriate and unacceptable;
- We give reassurance to the child or young person who have been bullied;
- Recognise that children and young people who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- Recognise that children and young people who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- We make sure that children and young people who bully receive praise when they display acceptable behaviour;
- We do not label children and young people who bully as "bullies";
- When children and young people bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- When children and young people have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.
- Details (what happened, what action was taken and by whom, and the names of witnesses) of bullying behaviour incidents that give cause for concern are brought to the

attention of the Headteachers and are recorded in the Incident Book. The child's parent is informed on the same day.

- Further support and guidance will be taken from www.bullying.co.uk, www.childline.org.uk, www.anti-bullyingalliance.org.uk and www.nspcc.org.uk.

Child on child abuse

Child on child abuse can include inappropriate or sexualised behaviour such as sharing nudes and semi nudes. Harmony has a high staff to student ratio, with supervision during both structured and unstructured times. Children are aware of who their key worker is should they wish to report abuse, as well as being able to take their concerns to any member of staff. We recognise that it is more likely that girls will be victims and boys' perpetrators, but that all peer-on-peer abuse is unacceptable and will be taken seriously; We also recognise the different forms child on child abuse can take, such as: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment. This will be dealt with as per the procedures set out in the Bullying section. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe.

Suspicion of abuse by a member of staff

Abuse can be considered both verbal and physical. Verbal abuse can be considered as excessive shouting, coarse or bad language towards a child or harsh and personal comments undermining the children and young people.

Should such behaviour be reported to the Headteachers immediately (via a third party if possible), there will be an internal investigation before any further action is taken. Should a Headteacher witness it first hand, then a written warning will be issued immediately. Should the incident ever occur again, the staff member will be dismissed without notice or pay. Social Services/Ofsted (if appropriate) will then be informed.

Physical abuse will not be tolerated in any form. Should any incidents be witnessed by another member of staff or reported via a child or parent, then member of staff in question will be suspended with pay until an internal investigation is completed. The member of staff will be requested to attend a meeting where they can defend themselves or their actions. Should it be deemed necessary, the member of staff will be suspended until further notice while Ofsted carry out their own investigation. Should the member of staff be cleared, they will be invited to return to Harmony.

Should the Senior Staff witness any physical abuse first hand, the member of staff concerned will be suspended immediately and Ofsted will be contacted.

Sanctions may be applied to any student found in possession of any banned item or any item that the Harmony deems to be unsuitable and dangerous. Harmony AE Ltd reserves the right to exclude students in extreme cases, or when students or parents have received warnings about banned items.

1. FIRE LIGHTING EQUIPMENT – SUCH AS

- Matches, lighters, etc

2. DRUGS AND SMOKING EQUIPMENT – SUCH AS

- Nicotine or Tobacco products, Cigarettes, E-cigarettes, Vapes etc
- Alcohol
- Solvents
- Any form of illegal drug
- Any other drugs except medicines covered by the Prescribed Medicines Procedure, including legal highs

3. WEAPONS AND OTHER DANGEROUS IMPLEMENTS OR SUBSTANCES – SUCH AS

- Knives or blades, including pen knives, craft knives, razors
- Catapults or guns of any kind, including replicas and BB guns
- Laser pens and LED torches (students who cycle are permitted to bring their lights but these must be kept in a bag and switched off)
- Studded arm bands, belts bracelets, etc
- Whips or similar items such as long chains
- Pepper sprays and gas canisters (e.g. CS gas)
- Fireworks or explosives of any kind
- Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc)

This policy was adopted by Harmony AE Ltd.

Signed :

Vicki Ball

Date: ...16th September 2025.....

S Baker

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