

# **BEHAVIOUR MANAGEMENT | POLICY**

**THE PERSON RESPONSIBLE FOR THE BEHAVIOUR MANAGEMENT POLICY IS JOSH POLLARD.**

## **AIMS:**

- **TO GIVE ALL CHILDREN THE OPPORTUNITY TO EXPAND THEIR EXPERIENCES OF LIFE IN A PRODUCTIVE, SAFE ENVIRONMENT THAT ALLOWS INDIVIDUALS THE RIGHT TO SAFETY, TOLERANCE, SELF-EXPRESSION, CULTURAL IDENTITY, DIGNITY AND THE WORTH OF THE INDIVIDUAL.**
- **TO BEGIN TO LEARN TO RESPECT THE RIGHTS AND NEEDS OF OTHERS BY FORESEEING THE OUTCOME OF THEIR BEHAVIOUR AND THE CONSEQUENCES OF THEIR BEHAVIOUR.**
- **TO ENCOURAGE THE INDIVIDUAL SOCIAL DEVELOPMENT OF EACH CHILD**

## **EXPLANATION:**

**TO ALLOW CHILDREN TO DEVELOP SELF-DISCIPLINE, A RESPECT FOR OTHERS, AND FOR PROPERTY, IT IS IMPORTANT THAT CHILDREN UNDERSTAND WHAT IS ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR. WE NEED TO PREPARE CHILDREN TO KNOW HOW TO BEHAVE IN AN ACCEPTABLE MANNER IN EVERYDAY LIFE SITUATIONS SO THAT THEY MAY DEVELOP SELF-RESPECT AND TOLERANCE. CHILDREN NEED TO DEVELOP AWARENESS OF HOW THEIR ACTIONS IMPACT ON OTHERS AND ON OTHERS FEELINGS. CHILDREN SHOULD ALSO BE ASSISTED IN UNDERSTANDING HOW THEIR OWN FEELINGS ARE AN INDICATOR TO THEM OF THE ACCEPTABILITY OF THEIR OWN BEHAVIOUR.**

## **METHOD:**

- **THERE SHOULD BE OPEN COMMUNICATION BETWEEN THE CHILDREN AND STAFF ON A DAILY BASIS. THE STAFF WILL DEVELOP A BROADER UNDERSTANDING OF THE CHILD'S DEVELOPMENT LEVEL, THE CHILD'S FAMILY BACKGROUND, THE CHILD'S FEELINGS, AND ANY RECENT EVENTS WHICH MAY BE INFLUENCING THE CHILD'S BEHAVIOUR.**
- **STAFF ARE ENCOURAGED TO UPDATE THEIR KNOWLEDGE AND SKILLS REGARDING BEHAVIOUR MANAGEMENT TECHNIQUES BY READING WIDELY, THROUGH GROUP DISCUSSION, AND THROUGH IN-SERVICE TRAINING.**
- **EXCHANGE OF INFORMATION BETWEEN PARENTS, STAFF, MANAGERS AND CHILDREN OFFICERS ON THE SUBJECT OF BEHAVIOUR MANAGEMENT IS ENCOURAGED BOTH ON AN INFORMAL AND MORE FORMAL BASIS, SUCH AS PARENT MEETINGS, EMAILS/ LETTERS AND THROUGH THE NOTICE BOARD.**

# **BEHAVIOUR MANAGEMENT | POLICY**

## **EXAMPLES OF ACCEPTABLE BEHAVIOUR:**

- **STAFF SHOULD HELP CHILDREN TO SOLVE ANY PROBLEMS VERBALLY. THIS VERBAL SKILL WILL EMPOWER THE CHILD AND HELP THE CHILD TO COPE WITH DIFFICULT SITUATIONS WHICH REQUIRE NEGOTIATION AND PROBLEM-SOLVING, BOTH AS A CHILD AND AN ADULT**
- **THE CHILD SHOULD NEVER BE ACUSED OF BEING UNACCEPTABLE. RATHER THE BEHAVIOUR OF THE CHILD IS DEEMED AS ACCEPTABLE OR UNACCEPTABLE. THAT ISM STAFF SHOULD DISTINGUISH THE ACTION FROM THE CHILD - THE CHILD IS ALWAYS RESPECTED**
- **STAFF SHOULD ACKNOWLEDGE AND ACCEPT A CHILD'S FEELINGS OF ANGER, FRUSTRATION OR JEALOUSY. THE FEELINGS SHOULD BE DISTINGUISHED FROM WHAT THE CHILD DOES ABOUT THE FEELINGS. THE STAFF SHOULD TALK ABOUT FEELINGS AND ENCOURAGE THE CHILD TO TALK ABOUT THEM TOO. STAFF SHOULD ENCOURAGE CHILDREN TO UNDERSTAND THAT THERE IS NOTHING WRONG WITH FEELING ANGRY - IT IS THE REACTION TO THE ANGER, SUCH AS HITTING, THAT IS NOT ACCEPTABLE**
- **STAFF SHOULD DISCUSS AN INCIDENT WITH THE CHILD WHO HURT AS WELL AS THE CHILD WHO HAS BEEN HURT**
- **THE 'TIME OUT' METHOD IS USED, THIS MEANS THAT THE DISRUPTIVE CHILD IS EXLUDED FROM AN ACTIVITY FOR A PERIOD OF TIME. AFTER THIS PERIOD OF TIME, STAFF THEN ASK THE CHILD TO PLAY CORRECTLY AND THEN MUST BE REINTERGRATED INTO THE GROUP AND REJOIN THE ACTIVITY. OR IN SOME CASES THE CHILD WILL BE ASKED TO JOIN IN ANOTHER ACTIVITY. THIS CAN OCCUR WHEN MORE THAN ONE CHILD HAS BEEN ESPECIALLY DISRUPTIVE, THEREFORE WILL BE REINTRODUCED TO PLAY SEPARATELY.**

## **INAPPROPRIATE LANGUAGE:**

- **IF A CHILD SWEARS, ASSESS THE SITUATION FIRST AS THERE IS USUALLY A REASON WHY THE CHILD IS SWEARING.**
- **ENCOURAGE CHILDREN TO TALK THROUGH WHAT HAS HAPPENED AND DEVELOP SOLUTIONS TO WORK THROUGH THE PROBLEM.**
- **CHILDREN ARE TAUGHT TO USE APPROPRIATE LANGUAGE TO EXPRESS HOW THEY FEEL.**
- **STAFF ARE ENCOURAGED TO MODEL APPROPRIATE LANGUAGE.**

# **BEHAVIOUR MANAGEMENT | POLICY**

## **ANTI-BULLYING POLICY:**

**WE, FIRST SPORTS COACHING, AIM TO PROMOTE POSITIVE INTERACTION WITH CHILDREN AND MAINTAIN A SAFE ENVIRONMENT. WE PROVIDE CARE FOR ALL CHILDREN INCLUDING THOSE WITH SPECIAL NEEDS (WHERE POSSIBLE) AND WISH ALL THE CHILDREN WHO ATTEND THE CLUB, A HAPPY AND ENJOYABLE TIME WITH US - EVERY CHILD WHO ATTENDS THE CLUB HAS THIS RIGHT.**

### **WE AIM TO ENSURE:**

- **ALL DIRECTORS, PLAYWORK STAFF, VOLUNTEERS, CHILDREN AND PARENTS HAVE AN UNDERSTANDING OF WHAT BULLYING IS**
- **ALL DIRECTORS, PLAYWORK STAFF AND VOLUNTEERS KNOW WHAT THE SETTING POLICY IS ON BULLYING, AND FOLLOW IT WHEN BULLYING IS REPORTED**
- **ALL CHILDREN AND PARENTS KNOW WHAT THE SETTING POLICY IS ON BULLYING, AND WHAT THEY SHOULD DO IF BULLYING ARISES**
- **WE TAKE BULLYING SERIOUSLY AND CHILDREN AND PARENTS ARE ASSURED THAT THEY WILL BE SUPPORTED WHEN BULLYING IS REPORTED**

### **BULLYING CAN BE RECOGNISED IN LOTS OF WAYS - A FEW EXAMPLES ARE:**

- **EMOTIONAL - BEING UNFRIENDLY, EXCLUDING, TORMENTING (E.G. HIDING TOYS AND EQUIPMENT, THREATENING GESTURES)**
- **PHYSICAL - PUSHING, KICKING, HITTING, PUNCHING OR ANY USE OF VIOLENCE**
- **RACIST - RACIAL TAUNTS, GRAFFITI, GESTURES**
- **SEXUAL - UNWANTED PHYSICAL CONTACT OR SEXUALLY ABUSIVE COMMENTS**
- **HOMOPHOBIC - BECAUSE OF, OR FOCUSING ON THE ISSUE OF SEXUALITY**
- **VERBAL - NAME-CALLING, SARCASM, SPREADING RUMOURS, TEASING**
- **CYBER - ALL AREAS OF INTERNET, SUCH AS EMAIL & INTERNET CHAT ROOM MISUSE. MOBILE THREATS BY TEXT MESSAGING & CALLS. MISUSE OF ASSOCIATED TECHNOLOGY, I.E. CAMERA & VIDEO FACILITIES**

### **WHY IS IT SO IMPORTANT TO RESPOND TO BULLYING?**

**BULLYING HURTS. NO ONE DESERVES TO BE A VICTIM OF BULLYING. EVERYBODY HAS THE RIGHT TO BE TREATED WITH RESPECT. WE NEED TO SUPPORT CHILDREN WHO ARE BULLYING TO LEARN DIFFERENT WAYS OF BEHAVING AND SUPPORT CHILDREN WHO ARE BEING BULLIED TO STOP IT HAPPENING NOW AND IN THE FUTURE.**