

# Behaviour Management Policy



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## 1. Aims and Objectives

Ashley Down After School Club recognises the importance of positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment.

The aims of our behaviour policy are:

1. To provide a framework for positive behaviour management within the Ashley Down After School Club..
2. To provide clarity for staff, parents and children about what is expected of children at the Club and how staff will manage behavioural issues.

Our Behaviour Management objectives are set out below.

We will help children to:

- develop a sense of caring and respect for one another,
- build caring and co-operative relationships with other children and adults,
- develop a range of social skills and help them learn what constitutes acceptable and appropriate behaviour,
- develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Staff will manage behaviour according to the framework set out in this policy.

We will work with children and parents in a way which is responsive and sympathetic to find appropriate ways to address challenging behaviours.

Inappropriate behaviour may include discriminatory remarks, harm to self or others, bullying or destruction of equipment.

## **2. Rules and Expectations**

### A. Rules of the Club

Our club rules form the basis for our expectations of what constitutes appropriate behaviour from children. They are written and reviewed by staff and children together.

Our rules are as follows:

1. We do as we are asked first time
2. We listen to others
3. We keep our hands and our feet to ourselves
4. We will not hurt other people by the things we say, by swearing, name calling, rudeness or shouting
5. We will take care of the things that belong to others and to the After School Club

In *child speak* these rules will be reinforced in the following way:

1. Following instructions first time
2. Listen to others
3. Use kind hands
4. Use kind words
5. Look after things

### B. Behaviour Management - What we expect from our staff.

The Club, the Play Facilitator and the staff team will manage behaviour according to clear, consistent and positive strategies. Parents/carers are encouraged to contribute to these strategies, raising any concerns or suggestions.

Behaviour management in the Club will be structured around the following principles:

- Staff and children will work together to establish a clear set of 'club rules' governing all behaviour in the Club. These will be periodically reviewed so that new children have a say in how the rules of the Club operate. Club rules will be written in a positive manner ("we will...").
- The Club's rules will apply equally to all children and staff.
- Staff will support positive behaviours, with praise and encouragement, feedback to parents and develop a recognition scheme if chosen (e.g. a kindness tree, certificates).

- Negative behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to re-direct children's energies by offering them alternative and positive options. Staff will be open in stating and explaining non-negotiable issues.
- When dealing with negative behaviour, staff will always communicate in a clear, calm and positive manner.
- Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Play opportunities will be varied and well planned so that children are engaged and interested.
- Staff will take active steps to not label children (i.e. difficult, naughty) and to consider the underlying reasons for behaviour. Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- Staff will ensure that the individual child feels valued and respected at all times.
- Staff will take positive steps to avoid a situation in which children receive attention for undesirable behaviour.
- Staff will avoid shouting at work except where another may be in imminent danger.
- Staff will facilitate regular and open discussions with children about their behaviour. This will help them to understand the negative aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions.
- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- Staff will try to discuss concerns with parents/carers at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour and share strategies for dealing with it.
- Staff will support children to manage behaviour themselves and develop the life skills needed to deal with their emotions and feelings.
- Staff will encourage children to express their strong feelings without physical or verbal aggression. (E.g. by shouting outside, talking to a Playworker, exercise).

- Staff will be clear to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour.
- Staff will work with children who experience bullying, racism or unacceptable behaviour to help them to speak out about individual or ongoing incidents of bullying (see section 3)

'Disengaged' behaviour may indicate that a child is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity.

'Disruptive' behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them.

'Unacceptable' behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment. Staff will be clear that consequences will follow from such behaviour, including in the first instance, temporarily removing a child from the activity session.

### **3. Managing challenging behaviour**

#### **A. Procedures**

When children do not follow the agreed Club rules, the following steps should come into action:

1. Remind the child of the rules. Violent or aggressive behaviour will not be tolerated. If the behaviour is violent or aggressive, skip step 2 and follow step 3.
2. If behaviour continues, give child a verbal warning and inform them of point three.
3. If behaviour continues and the child has been told 3 times;
  - The child will be given a timeout of 5 minutes (reception children 3 minutes).
  - An incident form will be written and signed by the Play Facilitator (or Deputy).
  - It will be presented to the parents at pick-up on the day of the incident for them to sign.
  - If behaviour is violent or aggressive, depending on the context and the nature of the incident, parents may be called immediately and the child may be sent home.
4. Should three incident forms need to be issued in one term, parents will be asked to attend a meeting with staff to discuss their child's behaviour to create a behavioural plan (see below). If the nature of the incident is of a violent or aggressive nature, a behavioural plan may be implemented after only one incident, subject to staff discretion.

**NOTE:** In the case of a serious incident that has a direct and significant impact on another's physical or emotional wellbeing (e.g. physical violence, bullying), the child will be removed from the play space or excluded for the remainder of the session and an incident form will be issued immediately. The club's response will be at the discretion of the Play Facilitator and will depend on the severity of the incident, whether the child presents a further risk to those around them, and the context within which the incident occurred. Suspension will also be considered for the most serious incidents.

In the event of 3 incident forms being issued, the following process will be triggered:

1. Parents are requested to meet with staff of the Club within the week. This meeting will include the Play Facilitator and Deputy or a representative from the Board of Trustees. The purpose will be to explore the reasons for repeated incidents of unacceptable behaviour and how this can be successfully addressed.
2. During the meeting, a behaviour improvement plan will be jointly created and agreed upon, with a clear timescale and measurable outcomes identified. Implications of not achieving the intended outcomes will be clearly communicated.
3. Staff commit to supporting the child to meet the agreed objectives and provide verbal progress reports to parents throughout the review period.
4. When the child has met the required outcomes, the formal process is closed. However, should the child's behaviour revert to being unacceptable within an academic year, another behavioural plan will be created for the child.
5. Following the closure of the second behavioural plan, should the agreed outcomes not be met the child will be excluded from the club. If the child reverts to the previous behaviour the child will be excluded.

## B. Bullying

Ashley Down After School Club is committed to providing an environment for children that is safe, welcoming and free from bullying. Bullying of any form is unacceptable in our Club, whether the offender is a child or an adult. The victim is never responsible for being the target of bullying.

Everyone involved in the Club; staff, children and parent/carers, will be made aware of the Club's stance towards bullying. Such behaviour will not be tolerated or excused under any circumstances.

### **Definitions of bullying**

The Club defines bullying as the repeated harassment of others through emotional, physical, verbal or psychological abuse. Examples of such behaviour are as follows:

**Emotional / Social (or relational aggression):** Being deliberately unkind, shunning or excluding another person from a group or tormenting them. For example, forcing another person to be 'left out' of a game or activity, passing notes about others or making fun of another person.

**Physical:** Pushing, scratching, spitting, kicking, hitting, biting, taking or damaging belongings, tripping up, punching or using any other sort of violence against another person.

**Verbal:** Name-calling, put-downs, ridiculing or using words to attack, threaten or insult. For example, spreading rumours or making fun of another person's appearance.

**Psychological:** Behaviour likely to instil a sense of fear or anxiety in another person.

### *Preventing Bullying Behaviour*

The Play Facilitator and the staff will make every effort to create a tolerant and caring environment in the Club, where bullying behaviour is not acceptable. Staff will discuss the issues surrounding bullying openly, including why bullying behaviour will not be tolerated and what the consequences of bullying behaviour will be. Weekly planning will regularly include activities that encourage respect and friendship and raise awareness of bullying.

### *Dealing with Bullying Behaviour*

Despite all efforts to prevent it, bullying behaviour is likely to occur on occasion and the Club recognises this fact. In the event of such incidents, the following principles will govern the Club's response:

- All incidents and ongoing situations of bullying will be addressed thoroughly and sensitively.
- Children will be encouraged to immediately report any incident or situation of bullying that they witness. They will be reassured that what they say will be taken seriously and the situation handled carefully.
- Staff have a duty to inform the Play Facilitator if they witness an incident of bullying involving children or adults at the Club.

- If a child or a member of staff tells someone that they are being bullied, they will be given the time to explain what has happened and reassured that they were right to tell.
- The individual who has been the victim of bullying will be helped and supported by the staff team. They will be kept under close supervision and staff will check on their welfare regularly.
- In most cases, bullying behaviour can be addressed according to the strategies set out in the Behaviour Management policy. The bully will be encouraged to discuss their behaviour and think through the consequences of their actions. Where appropriate, they will be encouraged to talk through the incident or ongoing situation with the other person concerned.
- Where bullying behaviour persists a meeting with parents will be requested to create a behavioural plan ( see in the event of three incident forms)
- A member of staff will inform the parents/carers of all the children involved in a bullying incident / situation at the earliest possible opportunity. If appropriate, staff will facilitate a meeting between the relevant parents/carers. At all times, staff will handle such situations with care and sensitivity.

All incidents of bullying will be reported to the Play Facilitator and will be recorded in the Incident Record Book. In the light of reported incidents, the Play Facilitator and other relevant staff will review the Club's procedures in respect of bullying.

### C. The Use of Physical Interventions

Staff will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property. E.g. a child running across the road, a child being physically aggressive towards themselves or others whilst upset.

Staff will first consider all possible non-physical actions, such as dialogue, diversion, withdrawing adults and children and making the environment safe.

Staff will indicate to the child that physical intervention will be used if the behaviour continues.

A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children.

Only the minimum force necessary to prevent injury or damage should be applied, for example, by diverting a child or children and by leading them away by a hand or with an arm around their shoulders.

Staff will use physical intervention as an act of care and control and never punishment. Physical interventions will not be used purely to force a child to do what they have been told and when there is no immediate risk to people or property.

As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.

The force of the physical intervention will be always appropriate to the age, size and strength of the child or children involved.

If staff are not confident about their ability to contain a particular situation or type of behaviour, consideration will be given to calling the play facilitator or, in extreme cases, the police.

Staff will consider the emotional impact of physical intervention on the child, witnesses and staff and debrief afterwards as appropriate.

Where a member of staff has had to intervene physically to restrain a child, the play facilitator will be notified and the incident recorded in the Incident Record Book. The incident will be discussed with the parent/carer at the earliest possible opportunity.

If a staff member commits any act of violence or abuse towards a child at the Club, serious disciplinary action will be implemented, according to the provisions of the Staff Disciplinary Procedures Policy.

#### D. Recording

Behaviour management issues will be recorded on an Incident form. The record will be written in a non-judgemental manner, be confidential, accurate and signed by parents. If physical Intervention has been used, an Incident form must be completed in detail and the parent/carer needs to be informed on the same day.

Staff will ensure that the Incident form also covers any observed triggers; others involved; witnesses; type of physical intervention used, for how long and with what force; and the consequences. Any injuries obtained by children or staff as a result of physical intervention will also be recorded in the Accident Book.

Document History

Reference	Author	Summary of changes	Issued
Issue 1		Original Version based on BAND template	
Issue 2			January 2011
Issue 3	Emma Hallett	Re-formatted, reviewed and updated, combined two versions with different styles and incorporated comments from Raquel	November 2011
Issue 4	Raquel de Mena	Updated in line with the new EYFS and with the current staff names	September 2012
Issue 5	Raquel de Mena	Reviewed to reflect Muller Road and Brunel Field ASC sites and the new behaviour management officer at Brunel Field site	November 2013
Issue 6	Raquel de Mena	Change the name of the behaviour management officers	December 2014
Issue 7	Raquel de Mena	Review and update	
Issue 8	Julia Hodgson, Sharon Claire Mitcham Raquel de Mena	Review and update	July 2017
Issue 9	Aimee Bowden	Updated <i>Managing Challenging Behaviour</i> procedure and <i>Anti-bullying</i>	March 2019
Issue 10	Raquel de Mena	No changes made	Feb 2021

**Date Approved:** 1/6/21

**Signed:**

**Position:** Trustee

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**Date for review:** Feb 2022