



## **Behaviour Management Policy**

### **Aims**

- **To provide a structure for positive behaviour management within the setting of Purely Sport's activity programmes.**
- **To provide flexibility in the responses of staff to children's behaviour.**
- **To provide a supportive framework for children and staff to manage behavioural issues.**
- **To provide support to parents and carers regarding the management of their children's behaviour.**
- **To provide a structure to support children in showing respect for themselves and other people.**

### **Information**

**Inappropriate behaviour refers to non-negotiable actions and may include discriminatory remarks, harm to self or others, bullying or destruction of equipment.**

**It is important to consider the reasons why children might present certain types of behaviour. This might be, for example, boredom, feeling unsettled or unhappy, not feeling listened to, an un-stimulating setting, or medical reasons.**

### **Policy**

**Where the policy refers to staff, this includes sessional workers and volunteers.**

- **All interactions with children will be in ways which are appropriate for the children's ages and stages of development.**
- **Purely Sport staff and volunteers will be positive role models for behaviour.**
- **Activities will be varied and well planned so that children are engaged and interested.**
- **Staff will take active steps to not label children (e.g. as difficult or naughty) but will use language that supports children to make good decisions. Staff will 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 encourage children to express their strong feelings without physical or verbal aggression.**
- **Staff will support children to manage behaviour themselves by helping them find solutions to situations and deal with their emotions appropriately.**
- **Staff will praise positive behaviours and give feedback to parents.**

- **Staff will never use physical punishment, such as hitting, and children will never be threatened with it.**
- **Staff will only physically restrain a child to prevent physical injury to themselves, others or serious damage to property.**
- **Staff will not shout or raise their voices in a threatening way**
- **The group leaders have overall responsibility for behaviour management within their group.**

## **Responsibilities**

**The named person with overall responsibility for behaviour management for Purely Sport is: Mark Blick, Managing Director.**

**This person will:**

- **Keep up to date with legislation**
- **Research current behaviour management practices, where appropriate**
- **Identify additional behaviour management strategies for children with additional needs**
- **Access other agencies, where necessary**
- **Provide support to staff around behaviour management issues**
- **Ensure they and other staff have relevant up to date training and that they record details of this.**
- **Brief group leaders regarding any previous behaviour issues with children in their group, so that staff can anticipate and manage behaviour as effectively as possible, and know whether a letter home should be a first letter or a suspension letter.**

## **Procedures for Dealing with Inappropriate Behaviour**

**In situations that require adult intervention, staff will remain calm and consider the most appropriate response dependent on what led up to the behaviour and also the age of the child. Staff should;**

- **Stop hurtful or disruptive behaviour at once.**
- **Gather information – ask the children what happened**
- **Restate the problem.**
- **Acknowledge children's feelings whilst explaining why their behaviour was not acceptable.**
- **Explain the consequences that may occur (see outline of sanctions below) or ask the children for solutions and choose one together. Offer ideas if children struggle with this.**
- **On occasions where a timeout is necessary, adults should never be left alone with individual children in areas in which they cannot be supervised or seen (i.e. in a room with the doors closed). There are no exceptions to this practice.**
- **If physical contact is necessary, adults will keep their body language calm, acknowledge feelings and explain their actions e.g. "I need to restrain you to**

keep everyone safe.” When the child is calm, explanations can be given as to why their behaviour was not acceptable.

### Procedure for Promoting Positive Behaviour

- Draw up a clear and simple code of behaviour for children. This will include; be kind, be careful, be safe, respect each other and all staff and volunteers.
- Give attention for positive behaviour when the child does not seek it.
- Acknowledge considerate behaviour such as kindness and willingness to share.
- Acknowledge children’s efforts as well as achievements.

### 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 the member of staff involved. Forms must be emailed to [info@purelysport-coaching.com](mailto:info@purelysport-coaching.com) within 48 hours.

If physical intervention has been used, an incident record must be completed in detail and the parent/carer needs to be informed on the same day. Staff will also ensure it covers any observed triggers; others involved; witnesses; type of physical intervention used; for how long and to what force. Any injuries obtained by children or staff as a result of physical intervention will also be recorded on an accident form. Forms must be emailed to [info@purelysport-coaching.com](mailto:info@purelysport-coaching.com) within 48 hours.

### Outline of Sanctions

The sanctions imposed will depend on the level of behaviour. The levels of behaviour range from level 1 to level 4.

Level	Behaviour	Consequence (based on number of occurrences)	Response (based on number of occurrences)
1	Irritating or rude noises Wandering away from/not engaging with the activity. Chewing gum or eating sweets Lounging on desks or the floor Calling or shouting out Dropping litter	1. A quiet word or reminder from an adult. 2.Warning 3. Stand/sit with an adult. 4. Timeout with an adult, possibly to another space.	3 onwards, record in Behaviour Book 4. Parents informed on collection and given letter (see first letter attached at end of this document)
2	Unhelpful or uncooperative behaviour Throwing objects Swearing in conversation Making fun of another child Being unkind about a child’s	1. Warning from an adult 2. Stand/sit with an adult. 3. Timeout with an adult, possibly to another space 4. Suspension	2 onwards, record Behaviour Book 3 & 4. Parents informed on collection and given letter (first letter).

	<b>family</b> <b>Pushing</b> <b>Telling lies</b> <b>Teasing or taunting</b> <b>Walking away from an adult when being spoken to</b>	<b>from further activities that day.</b>	
<b>3</b>	<b>Stealing</b> <b>Damaging property/writing graffiti</b> <b>Misuse of equipment</b> <b>Swearing or spitting at another person when angry or to cause upset</b> <b>Physical violence e.g. fighting (potentially level 4)</b> <b>Dangerous play</b> <b>Bullying</b> <b>Name calling relating to race, gender or appearance</b> <b>Racism</b> <b>Refusal to follow instructions</b> <b>Leaving the activity space without permission</b> <b>Arguing with an adult</b> <b>Refusing to follow a timeout</b>	<b>1. Timeout with an adult, possibly to another space</b> <b>2. Suspension from further activities that day</b> <b>3. Suspension from further programmes</b>	<b>1 onwards record in Behaviour Book, parents informed on collection and given letter.</b> <b>2. Parents informed on collection of suspension from further programmes and given suspension letter (see end of document) *if not present, group leader must call Sarah Cooper to explain what has happened and get permission to give letter, signed on her behalf</b>
<b>4</b>	<b>Inappropriate touching e.g. a pat on the bottom or pulling down trousers</b> <b>Extreme physical violence</b> <b>Behaviour that puts other children or adults at risk or in danger</b> <b>Prolonged bullying or threatening/violent behaviour</b>	<b>1. Suspension from further activities that day</b> <b>2. Suspension from further programmes</b>  <b>Incident record must be completed in detail.</b>	<b>1. Behaviour Book, letter home and parents informed on collection</b> <b>2. Parents informed on collection of suspension from further programmes with letter confirmation. *see contacting Sarah Cooper above</b>

**Summary of escalation**

**Not recorded**

**Recorded on behaviour form**

**First letter home**

**Suspension letter**

**Quiet word/reminder; warning;**

**Stand/sit with adult; timeout (in another space if possible); suspension from activities that day; six month suspension from programmes.**

**Timeout or suspension from some of day's activities**

**Repeated L3 or 4 where suspension for activities not effective**

**Date Agreed:**

