

**Behaviour Management Policy**

**The aim of the Behaviour Management Policy, is to promote good behaviour and a sense of responsibility and mutual respect amongst the children and staff, in order to create a happy, safe, secure and relaxed play environment.**

It is based on the premise that the environment must be kept safe and secure (both physically and emotionally) for all the children.

***‘Adults caring for children in the setting are able to manage a wide range of children’s behaviour in a way that promotes their welfare and development’ Ofsted***

**The above aim will be addressed using the following strategies:**

* Staff and children will work together to develop and maintain a clear set of ground rules governing all behaviour in the setting.
* Ground rules will be written in a positive manner, detail expected behaviour and apply equally to staff and children.
* Play opportunities will be varied and well planned, so children are engaged and interested.
* Staff will take active steps not to label children (i.e. difficult, naughty) and to consider the underlying reasons for inappropriate behaviour.
* Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
* Staff will ensure 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 (e.g. shouting outside, talking to playworker, exercise).
* Staff will support children to manage behaviour themselves and develop the life skills needed to deal with their emotions and feelings.
* Staff will praise positive behaviours, feedback to parents/carer’s and develop a recognition scheme if chosen.
* A named member of staff will be responsible for Behaviour management (Lyn Collins).

**Rules of Conduct** (club rules) will be negotiated with the children so that the children themselves are involved in deciding what is acceptable or unacceptable behaviour. Ground rules will detail expected behaviour and apply equally to staff and children. The rules chould be displayed during each session and revised or rewritten every now and again so that new children joining the scheme are also involved.

**It is important to try to keep the working of rules positive (encouraging good behaviour) rather than negative (including too many ‘don’ts).**

To promote good behaviour and to ensure that children feel valued and respected, it is important to acknowledge children behaving well, (particularly children who find this difficult or who exhibit attention-seeking behaviour). However, it is also necessary to deal with inappropriate behaviour. In appropriate behaviour refers to non negotiable actions and may include discriminatory remarks, harm to self or others, bullying or destruction of equipment.

In situations that require adult intervention, playworkers will consider the most appropriate response, dependent on; background information/knowledge of the child, what led up to the behaviour, type of behaviour, age and level of understanding of the child.

***‘Playworkers will choose an intervention style that enables children and young people to (develop) and extend their play. All playworker interventions must balance risk with the developmental benefit and well being of children’ – Playwork Principles.***

This may be:

* To re-engage the child in play, have a chat or divert their attention.
* Listen to the child(ren) and hear their reasons for their actions.
* Discuss with the child what is inappropriate about their behaviour and what the consequence may be (either at the time or later, dependent on the child’s level of distress and ability to engage).
* Supporting children to resolve conflicts themselves.
* To link behaviour back to the ground rules.
* Give the child the opportunity to make amends for their behaviour and, unless it is deemed inappropriate, to rejoin any activity.
* To give clear expectations and boundaries of behaviour.
* To give the child a short period of time to think (calm down and reflect on their behaviour).

Once dealt with, staff must not discuss the behaviour again with the child. If it is necessary to talk to parents/carer’s about behaviour issues, the playworker will encourage the child to tell the parent themselves (with support) and be positive on how the child has been helped to sort out and manage themselves.

**Consequences:**

**Expression of disapproval**

A ‘look’, shake of the head or verbal reminder of the rules.

**Discussion of the incident**

Child(ren) may be taken aside and the reason why their behaviour is unacceptable made clear to them. Children should also be given the chance to explain their behaviour.

**Time to think**

Time Out. Child(ren) may be asked to sit out (away from other children) for a short period of time. The time depends on the age of the child and their conduct whilst sitting out (approx 5-10 mins).

**Missing out on an activity if behaviour is serious and/or unsafe**

Child(ren) may be excluded from an activity or sent in from the outside play area for a period of time. A group of children may be asked to play separately if their behaviour together is continuously inappropriate.

**Parental involvement**

For more persistent bad behaviour, parents/carer’s may be consulted to discuss other strategies or courses of action. Parents may also be informed of more serious incidents, which must be documented in the incident book.

***Staff will stop and think, before responding to inappropriate behaviour, always considering the individual child, age and circumstance, before deciding on an appropriate response. It is essential to avoid humiliating, shouting un-necessarily or singling out a child.***

**Physical Intervention**

* Physical intervention will only be used as a last resort and only if immediate action is necessary to prevent a child from significantly injuring themselves and/or others (also to prevent serious damage to property).
* Staff will first consider distraction, withdrawing others from the situation and making the environment safe.
* Physical intervention will be used for the minimum amount of time and with the minimum amount of force (restraint).
* Staff will consider the emotional impact of physical intervention on the child, witnesses and staff, debrief afterwards as appropriate.

**Recurring Inappropriate Behaviour**

Where inappropriate behaviour is ongoing, listed interventions have been unsuccessful or an emergency situation is reached, the following actions will be considered:

* Contacting parents/carer’s to pick up the child.
* Suspension from the scheme for a short period of time.
* Meeting with parent/carer to draw up an individual behaviour management plan (specific to child). This plan will be signed and agreed with the child and parents/carer’s, being monitored and evaluated on a regular basis.
* Staff attending a ‘Challenging Behaviour’ training course.
* Contacting outside professionals for support and information (including school senco).
* Exclusion from the scheme.

**Recording**

All behaviour management issues (including ‘Time Out’s’) must be recorded in the Incident Book. Comments must be accurate and non-judgemental. Records must remain confidential and be signed by staff member (parent/carer if necessary).

Exclusion Procedure

We reserve the right to exclude children on grounds of persistent anti-social and/or dangerous behaviour. We will work with parents/carer’s of children whose behaviour has been identified as needing special management to ensure the full inclusion of the child and the well-being and safety of all children and staff.

**Lyn Collins (Manager/Co-ordinator) October 2017**