



CHILD BEHAVIOUR POLICY & PROCEDURES

Version No. 1
Dated: 7th February 2023

Purpose

This child behaviour policy is in place to ensure all staff are aware of how to handle situations that may arise regarding child behaviour at Creative Active Lives activities*. At the start of each session, Leaders should remind children of the below behaviour code for our activities. The code of behaviour is there to make sure children and young people who take part in Creative Active Lives activities know what is expected of them and feel safe, respected and valued.

*For attendance at HAF schemes only: Creative Active Lives includes the behaviour code shown below on the consent form completed before a child can be accepted for a place on a HAF scheme. All children (with their parents/carers help) should have understood and agreed to follow the code of behaviour, and understand what will happen if there is inappropriate behaviour.

This code of behaviour aims to:

- identify acceptable and unacceptable behaviour
- encourage cooperation, honesty, fairness and respect
- create an environment where self-esteem, self-respect and self-confidence will grow
- encourage children and young people to recognise and respect the rights of others
- encourage children and young people to take responsibility for your own behaviour
- help resolve conflicts and make it clear what will happen if children and young people decide not to follow the code.

CODE OF BEHAVIOUR

Dos and don'ts for children and young people (included in consent form for HAF schemes only)

Do:

- be supportive and kind to others
- be friendly
- listen to others
- be helpful
- have good manners
- treat everyone with respect
- take responsibility for your own behaviour
- talk to staff about anything that worries or concerns you
- follow this code of behaviour and other rules (including the law)
- join in and have fun!

Don't:

- be disrespectful to anyone else
- bully other people (online or offline)
- behave in a way that could be intimidating
- be abusive towards anyone.

PROCEDURES FOR STAFF

Minor or first-time incident

If a child behaves in a way that doesn't follow our behaviour code, you should remind the child about the behaviour expected, and ask them to change their behaviour. This gives them the chance to think and to plan how they can behave differently, with support from staff and/or volunteers.

Formal warning

If the child continues not to follow the code of behaviour after their first reminder, or if the behaviour is more serious, they should be given a formal warning. You should make a record of what happened and inform parents or carers if it is appropriate. You should also talk with the child about what happened and agree what support they need to improve their behaviour. You should also decide if further steps should be taken, such as restricting the child from taking part in the activity.

Final warning

If the support we have put in place isn't helping the child to change their behaviour, you may need to give them a final warning. Again, this should be recorded and parents or carers informed as appropriate. At this point, we may need to contact the parents or carers to ask them to collect the child.

Child protection procedures

If any member of staff or volunteer becomes concerned that a child's behaviour suggests they might be in need of protection or that they might present a risk of harm to other children and young people, you should refer to our child protection and safeguarding procedures.

Strategies for promoting positive behaviour

- Setting clear and consistent rules at the start of the session and give children ownership and responsibility for their behaviour
- Public praise and private criticism – public acknowledgement of good behaviour can be very powerful. Criticism should be made as private as possible as lowering a child's self esteem is likely to increase poor behaviour.
- Three positives before a negative – aim to have made three positives about a child/group before a negative.
- Acknowledge feelings – children often misbehave because they feel upset or frustrated. Using emotion coaching techniques such as the H..E..L..P strategy detailed below.
- Give the child a choice – being given choices increases a child's a sense of independence which will increase their self-esteem
- Being consistent – Children need the environment and behaviour management and expectations to be as consistent as possible, this makes the child feel safer and therefore less anxious
- Model desired behaviour – model the behaviour you expect – respect, fairness, kindness, how to apologise and resolve difficulties fairly and amicably.
- Listen to children – don't over-react. Listen to children and make them feel significant. Make children aware that you recognise their feelings (emotion coaching) and ensure you follow up concerns or complaints, even if you need to say you will follow it up later.
- Maintain frequent contact – scan the group, pre-empt any behaviours that may occur.
- Check –in regularly with children who find concentration tricky and give short and achievable targets.
- Catch them being good and praise them - this can be hard with some children, but usually more important for them than for many others.
- Think about key points in the day when behaviours can escalate and prevent this – transitions between parts of the day. Keep these times calm and ordered and set clear rules, expectations and boundaries.
- Use of voice – Keep the situation calm and to enable the child to be open to listen. Be aware of the volume and tone of your voice (no shouting, no intimidation)

H...E...L...P strategy

We encourage staff to use emotion coaching language to support children to understand and regulate their feelings and identify alternative actions and choices next time

- H..Highlight their emotions and label them: "I can see you are....."
- E...Empathise to let them know the feeling is ok : "It's ok that you feel...."
- L...Limit setting to remember the rules: "But we have rules to keep everyone safe...."
- P...Problem solve and give advice for next time: "Next time you feel..... you could....."

Hints and tips for dealing with behaviour issues

- Give appropriate cool down time – for you and the child. It is difficult to think clearly and regulate your reaction if you or the child have heightened emotion
- Be assertive but not aggressive. De-escalate natural tension using a calmer, slower voice. Use less language and allow processing time.
- Communicate frustration (briefly) on the issue at that point, don't bring up other issues or be reactive to the child based on other issues.
- Ensure you always engage in repairing and rebuilding a relationship with the child at a later stage that day.
- Keep criticism private – do not discuss a child's behaviour to others in front of them or other children