

## **Behaviour Management Policy**

Children need to have set boundaries of behaviour for their safety, the safety of their peers and to help them to understand that there are rules in place in our society that need to be followed.

Polish Saturday School Rugby provides a happy and relaxed atmosphere for children so that they can enjoy the activities on offer.

The aims of our Behaviour Management Policy are to help children:

- 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 behaviour.
- Develop confidence, self-discipline, and self-esteem in an atmosphere of mutual respect and encouragement.

We require all staff, volunteers, and students to provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy. We familiarise new staff and volunteers and parents/carers with our behaviour management policy and its guidelines for behaviour as part of their Induction.

Children enjoy getting attention, so it is important that they get attention when they are behaving well rather than when they are not. Staff encourage good behaviour by praising and thanking a child when they do well.

Staff will challenge any behaviour or language that is discriminatory, explaining to the child why the behaviour/ language is inappropriate, and encouraging the child to respect other children and their views, opinions, or differences.

## **Behaviour Management Strategies**

School staff will manage behaviour according to clear, consistent and positive strategies and the Behavioural Management Standards in school will be structured around the following principles:

- Staff and children will work together to establish a clear set of 'ground rules' governing all behaviour in the school. These will be periodically reviewed with the children's input, so that new children have a say in how the rules of the school operate.
- Positive behaviour will be reinforced with praise and encouragement, building on the child's self-esteem by giving them tasks and thanking them for it.
- Negative behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to redirect 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.
- 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.
- Children who experience bullying, racism or other unacceptable behaviour will be given the confidence to speak out.
- Staff will encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation.
- Activities will be varied and well planned so that children are not easily bored or distracted.

### **Dealing with Negative Behaviour**

We require all staff to use positive strategies for handling any negative behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. By having good teacher/child relationships, any negative behaviour can be identified and discouraged before it happens.

On no account, will staff discipline a child by the use of corporal punishment (smacking, shaking, etc). When a child misbehaves, he / she needs to be disciplined as an individual in a way that considers the age and stage of development of the child.

Action must be taken immediately, calmly, and appropriately for unacceptable behaviour. When an incidence of negative behaviour occurs, staff will listen to the child or children concerned and hear their reasons for their actions. Staff will then explain to the child or children what was negative about their behaviour and that such actions have consequences for both themselves and for other people.

Children must be dealt with sensitively and not made to feel frightened or humiliated.

Staff will make every attempt to ensure that children understand what is being said to them and children will always be given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to re-join the activity.

We avoid creating situations in which children receive adult attention only in return for negative behaviour.

If appropriate the parent/carer will be informed of the measures of any discipline taken.

All children should be praised for good behaviour and positive actions.

Staff are to take the following actions should challenging behaviour happen:

- Distract/ preempt negative behaviour if possible.

- Time out:- ask them to do another activity/come out from class for rest. This must be for a short period of time and not done in a way that will make the child feel isolated or in a naughty spot.
- All disturbing behaviour of the student is noted by the teacher in the documents.

If the situation repeats itself, the teacher, together with the director / deputy manager and parents/carriers, sets up a behaviour plan for student

Behaviour Management Form

Name of child:	Start date:
At our school, we have the following rules:	<p>Has a parent been contacted regarding the behaviours?</p> <p>Yes/No</p> <p>Provide details on the bottom of this sheet</p>
Reason for plan:	
Observed behaviour:	Tracking notes/evidence:



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*im. Ireny Sendlerowej*

Observed behaviour:

Tracking notes/evidence:

Observed behaviour:

Tracking notes/evidence:

Has a parent been contacted regarding the behaviours continued notes:

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