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# Behaviour management policy for stay and play sessions

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**This policy will be made available to all parents/guardians/carers before each Shout! session, highlighting exactly what will happen in the event of a breach of this policy.**

## **Positive behaviour management**

Behaviour can be both positive and negative. Sometimes it is easier to spot and react to behaviours in children that we do not find acceptable than those that we do. Elmbridge Borough Council's Play Workers are encouraged to 'deal with' both positive and negative behaviour.

At Shout! we praise well-being and encourage positive behaviour by taking lots of notice of it. We concentrate on verbal rewards and make extra effort to pay attention to children displaying positive behaviour and try to say something positive to each child every day.

## **Behaviour Charter (this will be displayed as a poster at stay and play sessions).**

It is important that all children, parents/guardians/carers<sup>1</sup> and staff fully understand the consequences of non-adherence to the Shout! Behaviour Charter. All Shout! participants will be required to adhere to the Shout! Behaviour Charter and any child(ren) that behaves unacceptably will be subject to the disciplinary procedure.

Unacceptable/negative behaviour includes but is not limited to rudeness, stealing, fighting, bullying, inappropriate language or behaviour, smoking, deliberately endangering others, spitting at children or staff, damaging equipment or property, disrupting activity sessions and being unmanageable. It also includes behaviour that the Site leader feels is inappropriate and/or affects the enjoyment of the session by other children.

## **Shout! behaviour Charter**

If a child breaks the Behaviour Charter the following procedure must be followed:

1. Staff will ask the parent attending to speak to the child to see if they can find out the nature of the incident and behaviour and what they can do to help.
2. The child will be made aware of what will happen if the negative behaviour continues (see discipline procedure below).
3. Staff will complete Incident and/or Accident Forms for everything that has occurred – these are used to share information with parents and the PDO<sup>2</sup>.

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<sup>1</sup> Parents/guardians/carers will be referred to as parents throughout this document

<sup>2</sup> PDO refers to the Play Development Officer

4. If the behaviour persists, the Site leader will speak to the child and consult their parent. If this intervention does not stop the negative behaviour then at the Site leader's discretion and depending on the incident, severity, and frequency of the behaviour the Discipline Procedure will be carried out.

### Discipline Procedure

1. The member of staff will give the child a **1<sup>st</sup> warning** and record this on an Incident Form, reminding the child of the Behaviour Charter and the agreed site guidelines.
2. If at any point during a holiday period, negative behaviour continues, a member of staff may give a **2<sup>nd</sup> warning** to the child and record this on an Incident Form. The child's parent present will be informed of the situation and what will happen if the behaviour persists. They will be given a copy of the Behaviour Management Policy.
3. If at any point during a holiday period, negative behaviour still continues, a member of staff may give a **3<sup>rd</sup> warning** to the child and record this on an Incident Form. The Site Leader will consult the PDO and ask the parent/s and child to leave site.
4. If a child has been asked to leave site because of their behaviour either having received three warnings or by being excluded, the PDO will advise the parent in attendance. They will inform them that their child will be permitted back on site the next day if their behaviour improves, this is the responsibility of the parent.
5. If a child has been sent home previously due to unacceptable behaviour and they break the Behaviour Charter again, the PDO will advise the that they will not be permitted back on site for the remainder of the holiday period.

### Exceptional Circumstances Procedure

There are occasions when it may be necessary to pass over the discipline procedure and implement sterner consequences. A child will be asked to leave site immediately when persistently (but not exclusively) doing the following:

- Being rude towards staff and/or children
- Stealing
- Throwing stones
- Fighting
- Bullying
- Persistent inappropriate language or behaviour
- Smoking/Vaping
- Deliberately endangering others or damaging equipment or property
- Spitting at children or staff
- Being persistently unmanageable

**This is not an exhaustive list, and the PDO, Site leader and Play workers have the right to add to this list, behaviour or actions that they feel appropriate, and take disciplinary action based on the severity and frequency of the behaviour or actions involved.**

The following procedure must be followed:

1. The Play worker concerned should tell the child that his/her behaviour is unacceptable, and the child should be taken to the Site Leader with the parent.

2. The parent will then be asked to remove their child from the session. From this stage, the Discipline Procedure will be followed from point 4.

**Before each Shout! course/stay and play session, the PDO will review prior incidents on previous courses/sessions, which need to be considered. Where it is felt that the previous incidents are likely to have a negative impact on future courses, the PDO and EBC reserve the right to carry over any prior warnings and will inform the parent of the actions taken and the reasons why. This may result in temporary or permanent exclusion from future Shout! sessions.**

**We reserve the right to exclude any child without warning if the offence is serious.**

### **Fighting and Physical Intervention**

Fighting must again be dealt with as quickly as possible. The Play worker should firstly attempt to stop the fighting by verbally intervening. If this does not work the Play Worker should call for assistance from another member of staff before making any physical intervention. In this way the children can be separated safely, and staff are less likely to be falsely accused of being too strong handed.

Once the fight has been stopped, they should attempt to resolve the situation with the Site Leader who must be made aware of the full details of the incident and the Discipline Procedure followed.

Staff should **not** use any form of physical intervention e.g. holding, unless it is necessary to prevent personal injury to the child, other children, an adult, or damage to property. In the unlikely event that physical intervention is required, it should be appropriate in the circumstance. It is strongly advised that staff only use physical intervention in the presence of another member of staff. If physical intervention has been used to manage a child's behaviour, an Incident and/or Accident Form must be completed. The child's parent must be informed immediately, and the Discipline Procedure implemented.

### **Bullying<sup>3</sup>**

If a child accuses another of bullying in any shape or form:

- ❑ Identify the parent and encourage the child to go to them for comforting. Staff should not give children a cuddle or let them sit on their lap.
- ❑ In the presence of their parent, the accused should be approached and ask about the incident.
- ❑ If they deny involvement, they will be watched closely to see if the behaviour continues.
- ❑ If they confess, the member of staff will ask them why they did it and try to find a solution to any problems.

Any child that is proven to have bullied another child will be subject to the Shout! Discipline Procedure. If they are proven to have bullied another child on more than one occasion, or

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<sup>3</sup> The Office of Children and Young People's Services' Anti-Bullying Strategy defines bullying as a persistent, deliberate attempt to hurt or humiliate someone.

who is spoiling the enjoyment for the other children will be subject to the Exceptional Circumstances Procedure.

### **Managing a Bully**

It is important that Play Workers are aware of how to deal with bullying swiftly and effectively whilst maintaining the overall group relationship.

Dealing with bullying can be considered in two stages:

#### **1. Recognise**

The bullying problem must firstly be identified. The quicker potential bullies can be identified the more likely it is that problems will be avoided. Children that bully others will often have been bullied themselves. They may be withdrawn and upset, be prone to crying and showing over sensitivity. They may also suffer from missing home.

If bullying is seen to take place, the child will be stopped and told why the behaviour is unacceptable. The Discipline Procedure will then be followed.

#### **2. Diffuse**

Play Workers must deal with bullying as soon as it is recognised. If a staff member has been able to identify a potential bully before any incident occurs, then often trying to make that person feel more part of the group and valued, will ease the potential situation. However, if this has not been possible the child should firstly be taken to one side in order to discuss and assess the situation.

There are then four options available to the Play worker:

1. Try to increase the self-esteem of the child doing the bullying, so that he/she does not feel the need to seek power and acceptance from the peer group.
2. Address the whole group about bullying (without identifying either party).
3. Confront bullies (bearing in mind that this might make the situation worse).
4. Refer the situation to the PDO.

If a child continues to bully and there is written evidence, the Site Leader must follow the Exceptional Circumstances Procedure.

**Site leaders and Play workers are trained to always be vigilant and be aware of any behaviour that may lead to the Behaviour Management Policy having to be used. However, there will inevitably be times where incidents happen where the Site leader and/or Play workers may not be present or not witness them.**

**In this case, they will speak to all those involved, speak to any witnesses that may have been present, take statements if necessary and make their decisions based on the evidence available to them. The children involved will be informed of the decisions made and the reasons why, and their parents will be informed of this as well.**