



PSCL Behaviour Policy (Restorative Approach)

As a professional organisation we recognise the need to set out reasonable and appropriate limits to manage the behaviour of children in our care. Children should have a positive experience when attending a Primary Sports Coaching Limited event and when it is time to leave they can be more confident about their future having developed skills and values learnt through such processes.

By providing a happy, safe environment, the children in our care will be encouraged to develop social skills to help them be accepted and welcome in society as they grow up. We aim to promote attitudes of self-discipline, independence and responsibility in all children where the ethos includes a willingness to care for others, a respect for the values and property of others and the development of self-confidence within individuals that will enable them to value others and themselves.

Our Procedure:

We keep up to date with behaviour management issues and relevant legislation by taking part in training; e.g. Restorative Approach Training.

As a company we have taken on board a 'restorative approach' to behaviour. Restorative approach gives all children an equal voice and nurtures an environment where children have the opportunity to take responsibility for their own actions. It focuses on the harm done rather than the rule broken.

The restorative approach allows people to discuss:

- What happened?
- Who has been affected and how?
- What is needed to put things right?
- What has been learned to allow the person responsible to make better choices in future?

It is vital that the last point is fully discussed in all situations so that children can learn strategies to improve their behaviour over time. It is also important that there should always be a consequence for poor behaviour and these are outlined further on in the policy.

All parents/carers receive or have access to our Behaviour Policy on the company website. We will not give corporal punishment or threaten any punishment which could adversely affect a child's well-being.

We endorse positive discipline as an effective way of setting boundaries for children. As a company, we do place high expectations of the children's behavior and see it as their responsibility to remind others of the expectations and to model the expected behaviors themselves. At the same time children should be aware that the responsibility for their good behavior is their own and the coaches will take all reasonable steps to help children to develop this independently during their time in our care.

Primary Sports Coaching Limited Expectations

Children should:

- Be caring, respectful and co-operative towards other children and adults
- Be aware of the other children around them
- Take turns and share when playing games
- Play games which do not involve fighting or striking other children
- Not use bad or unkind language towards other children or coaches
- Know and use rotas/timetables correctly
- Use play and sports equipment correctly
- Play organised games in a fair manner
- Try to settle disputes fairly if they arise
- Seek the help of an adult on duty if they cannot resolve a dispute

We agree methods to manage children's behaviour with parents/carers. These are discussed with parents during initial visits and on the day the child is attending the centre/session.

Special Educational Needs/ Individual Behaviour Plans

Children who are on the SEN register and have a Support Plan or who have an Education and Healthcare Plan may need to have their own Behaviour Support Plan tailored to their needs. Each case will be dealt with on an individual basis after consultation with the parent/carer or teacher.

In exceptional circumstances, children with Behaviour Support Plans may need to be removed from their group if their behaviour becomes a concern for their own safety, or the safety of others. In this circumstance, a senior member staff or a 'Team Teach' trained member of staff/coach, will intervene and take the child to a separate area for a cooling down period, until the child can be safely returned to the session.

We ask that parents/carers or teachers inform the senior coach or company director of any changes in the child's home circumstances, care arrangements or any other change which may affect the child's behaviour such as a new baby, parents' separation, divorce, new partner or any bereavement. All information shared will be kept confidential unless there appears to be a child protection issue.

We work together with parents to make sure there is consistency in the way the children are cared for. A consistent approach benefits the child's welfare and helps ensure that the child is not confused

We will only physically intervene, and possibly restrain, a child to prevent an accident, prevent harm to another child or to prevent an injury or damage. We will record this incident and report back to the parent/carer or teacher.

We record all significant behaviour incidents on our online system CPOMS. (see Anti Bullying Policy)

Sanctions when levels of expectation are not reached

When the expected levels of behaviour are not reached it is the responsibility of the coach to talk to the child/children; reinforcing the expectations and, using the restorative approach, discussing ways in which behaviour can improve.

If behaviour does not improve, the second phase will be to speak to parent/carer or teacher and child after the session/holiday course. This meeting will be confidential and will aim to discuss the child's behaviour and ways in which we can work together to improve and monitor behaviour patterns.

In extreme circumstances, if behaviour continues to deteriorate and it is affecting other children's development and enjoyment, a further meeting will be held with parent/carer and child to discuss whether the child continues to attend services delivered by Primary Sports Coaching Limited.

Company Aims

- We encourage responsibility by talking to children about choices and their possible consequences.
- We aim to be consistent so that children know and feel secure within the boundaries we set.
- We will respond positively to children who constantly seek attention or are disruptive.
- We will help children maintain their self- esteem by showing we disapprove of challenging behaviour, not the child themselves.

We encourage appropriate behaviour by:

- Setting a good example; we aim to be a positive role model as children copy what they see. Children learn values and behaviour from adults.
- We readily praise, approve and reward positive behaviour, such as sharing, to encourage it to be repeated. Using praise helps to show that we value the child and it helps to build their self-esteem.



- Rewards of good behaviour can be shared with others in presentations at the end of holiday course weeks or at the end of individual sessions e.g. 'player of the week' award.
- We praise children to their parents and to other people when they have behaved as expected.
- We try to be consistent when saying "no" and explain reasons why it is not appropriate and considered unwanted behaviour.
- Our expectations are flexible and realistic and are adjusted to the age, level of understanding, maturity and stage of development of the child.