




Stormont Community Engagement Project

**Behaviour
Policy**

May 2017

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The policies and procedures in relation to behaviour management outlined in this document were presented to and adopted by the committee for the Stormont Community Engagement Project at their meeting on 30th May 2017. This document and the policies and procedures outlined now supersede any previous policies or procedures.

Any queries about anything outlined in this document should be sent to the Chairperson via email:
Stormontcommunity@gmail.com

Positive behaviour management is the responsibility of all staff and volunteers. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are essential components of this teamwork.

PHILOSOPHY

Our Behaviour Management Policy is a statement of good practice that covers all aspects of our work that contribute to the development and maintenance of good behaviour and a positive ethos within our programs.

Effective Behaviour Management is essential for the smooth running of our programs. We recognise the importance of teaching good behaviour and aim to do this through example. We also strive to encourage inclusion and participation of all young people in line with the Model for Effective Practice as set out in the Youth Work Curriculum for Northern Ireland. Therefore, this policy has been designed with this in mind to encourage inclusion and participation of young people by managing their behaviour.

POLICY AIM

The overarching aims are:

- To promote good behaviour
- To support children and young people in learning self-discipline
- To create a safe and secure environment for all
- To teach children to understand, accept and tolerate differences in individuals

All staff and volunteers are responsible for the behaviour and discipline of the children and young people in their charge. They should at all times use effective strategies and sanctions to maintain an orderly environment.

In dealing with matters of indiscipline or unacceptable behaviour, staff and volunteers should always:

- Act justly and fairly and be seen to do so
- Establish a relationship of respect with children and young people
- Deal promptly and personally in matters of discipline
- Apply a consistent approach

Both rewards and sanctions will be used by staff and volunteers to promote a positive ethos.

The successful implementation of this policy depends on full participation.

Everyone involved with our work has a responsibility to ensure positive behaviour.

EXPECTATIONS OF KEY STAKEHOLDERS

Expectation of Young People

- To be prepared to listen
- To control his/her own behaviour
- To let others work and make progress and participate fully
- To sort out disagreements without resorting to physical/verbal aggression
- To respect property. Not to damage, take or misuse property of other people or the venues being used.
- To make their best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, sexual orientation and background
- To follow organisation rules

This policy applies to all children and young people whilst they are on premises being used by or attending other agencies associated with Stormont Community Engagement Project programmes and whilst participating in activities and events organized by or associated with Stormont Community Engagement Project.

Expectations of Leaders

- To provide an environment in which children and young people can learn and develop their skills in line with the youth work curriculum
- To teach positive behaviour
- To plan and prepare stimulating activities
- To teach respect by treating children and young people with fairness and consistency
- To teach interpersonal skills by promoting supportive relationships
- To register young people at every session
- To support the positive behaviour and SEN policy, in particular any referral systems that may be in place in line with the organisations procedures
- To avoid confrontation, aggression, sarcasm, humiliation, personal comments about young people and whole group punishments resulting from poor conduct of only some of the group

Expectations of Leader in Charge / Co-Ordinators

- To ensure activities include tasks designed to suit different learning styles and abilities
- To ensure/co-ordinate a positive inclusive environment within the organisation for staff, volunteers and young people
- To ensure the positive behaviour, child protection and SEN policies are consistently implemented, in particular the referral system if necessary
- To ensure that there is a climate of reward and praise within the organisations which outweighs sanctions
- To liaise and communicate with parents, the designated committee representative and outside agencies regarding the needs of children and young people
- To manage closely troubled and challenging young people with the designated committee representative
- To support individual young people by:
 - Tracking the child / young person's behaviour/achievement
 - Meeting with parent and child / young person to solve problems which interfere with their participation
 - Monitoring attendance

Expectations of the Designated Committee Member

- Develop a range of supports that will address assessed needs. Children and Young people will have access to a range of supports from both inside and outside of the groups programs. The focus of the work will be the delivery of interventions that will address behaviours which prevent the children and young people accessing learning opportunities or affect their inclusion
- To support staff and volunteers in the use of appropriate strategies and oversee pastoral provision if necessary
- Will liaise across all organisations and will usually be engaged with more potentially disruptive behaviours

Expectations of Stormont Community Engagement Project Committee

- To support staff and leaders managing children / young people's behaviour by ensuring that systems for managing and monitoring behaviour exist and are consistently implemented
- To ensure that good practise is both developed and shared e.g. by observation of leaders who are skilled in behaviour management
- To ensure that the Leader in charge regularly communicates with parents & carers
- To provide effective support for leaders presented with extremely challenging and uncooperative behaviour
- To provide clear leadership and support for the positive behaviour and SEN policies
- To provide a visible and dependable support to leaders at all times
- To ensure the youth work curriculum as outlined in the model for effective practice is implemented at all times

Expectations of Committee Chair Person

- To monitor the effectiveness of the positive behaviour policy
- To support the Designated Committee Member
- To form a disciplinary committee, with a clear role and guidelines for action, which meets as required

Expectations of Parents/Guardians

- To ensure their child's regular attendance to ensure they get the most from their time with us
- To co-operate with the group to ensure that their child follows the positive behaviour policy
- To keep the leader in charge aware of any circumstances that may affect their child's engagement participation or behaviour.

REWARDS

Encouragement, praise and reward are an essential part of positive behaviour.

“Praise me more, criticise me less, I’m still learning” is a phrase to be remembered.

Small Rewards like highlighting key aspects of positive behaviour to parents, a small packet of sweets or ‘Joe Bloggs’ has been a star today certificates, can go a long way in helping affirm positive behaviour and build positive relationships with parents, children and young people.

Verbal praise and encouragement should be used often and rewards for positive and outstanding behaviour implemented.

LANGUAGE

Leaders should ensure the language they use when dealing with issues of discipline is appropriate to the situation. Leaders should try and not raise their voice. However a firm tone should be used to help highlight severity. Leaders should strive to never shout directly at one child. Leaders should ensure the language they use helps get across the severity of the issue whilst still ensuring the child feels loved and accepted. Where possible a positive reinforcement should be used with discipline comments. For example: “That wasn’t a very nice thing to say, was it? But I know you are a Big Boy who can say sorry when he does something wrong, can you go and do that for me now please.”

We recognise this may not always be possible but leaders should always try and use positive reinforcement as an additional behaviour management tool.

SANCTIONS

Children & young people will not always behave in the way we may wish and we will then implement sanctions which are two-fold:

- To punish and teach that all actions have consequences
- To get children and young people to reflect on their inappropriate behaviour and learn strategies to avoid such behaviour in the future.

The grid on the following page acts as a guideline to leaders as to how to deal with incidents.

It is for guidance, rather than being prescriptive; each incident should be considered in its context but the guidance should aid consistency.

The grid works on a model with escalating sanctions. This allows a stepped approach to match the seriousness of the incident with the sanction applied.

APPROPRIATE SANCTIONS

The following sanctions are recommended for use to ensure children and young people are disciplined in a way that does not affect their long-term inclusion and participation.

- Verbal warning
- Time Out (should be appropriate to the age of the child)
- Removal of a privilege
- Removed from the room for a period of time (cooling off time)
- Removed from an activity or trip
- Sent home early
- Suspension or exclusion from organisation for a period of time. (This should be a last resort and in line with the guidelines below.)

TABLE OF APPROPRIATE SANCTIONS

	Stage	Guideline for consequences/action
<p>Low level disruption</p> <p>e.g. chatting, inattentive, low level arguing, misuse of equipment/environment, lack of respect, not following instructions, showing off, bad language used between young people but not directed at you, shouting out of answers when directed otherwise</p>	1 – Dealt with by leader	Warning, moving young person
<p>Persistent low level disruption</p> <p>e.g. continuation of above into same or future session having given young person every chance to remedy their previous poor behaviour. Overt rudeness/arguing/answering back, refusing to move when asked</p>	2 – Dealt with by leader	Time out, referral to leader in charge
<p>Mid level disruption</p> <p>e.g. repeated failure to respond to 2nd stage action. Has ignored leaders</p>	3 – Leader in charge intervention	Incident recorded by leader at this stage. Other sanctions available in addition to timeout: spoken to by leader in charge, removal from activity, phone call home, privilege removed, referral to designated committee member

<p>High level disruption</p> <p>e.g. repeated failure to respond to 2nd stage action, has ignored Leader in charge</p>	<p>4 -Leader in charge intervention</p>	<p>Phone call home & removal of privilege.</p> <p>Parents may be asked to come and collect the child or young person immediately at this stage</p>
<p>Serious incident from outset (stages 1-4 jumped) or escalation (rapidly moving toward stage 5 through other stages)</p> <p>Serious incident, bullying, fighting, someone may be physically harmed, serious verbal or physical aggression, drugs, alcohol or weapons involved</p>	<p>5 -Leader in charge, designated committee member</p>	<p>Incident recorded, young person removed from area or if necessary remove other young people from area, assistance called for if required, parents called and young person to be collected immediately, (in case of drugs, alcohol, weapons contact PSNI,) designated committee member contacted, leader in charge and designated committee member discuss action plan</p>

EXCLUSION

It is the policy of Stormont Community Engagement Project not to exclude a child or young person from their activities where possible. Every effort will be made to manage behaviour by our leaders and staff. If exclusion from an organisation is necessary, we will discuss this with the parent/guardian. We aim to promote inclusion of all at all times.

MOBILE PHONES

No mobile phones are allowed to be used during organisations. Young people caught using a mobile phone to take photos will have it confiscated and deposited with the leader in charge where it can be collected by a parent or guardian only, during which time the leader in charge should witness the deletion of recordings.

It should be noted that a level of civility will be expected from parents/guardians when collecting mobile phones. It is not the fault of the leaders that the young person has chosen to ignore the rules and used a mobile phone inappropriately.

EMOTIONS

We recognise that dealing with challenging behaviour can be quite difficult and an 'emotional' challenge for some leaders. It can also be quite frustrating when a child is consistently ignoring your requests to change their behaviour. If at any point you feel that you are 'losing your cool' or are becoming too involved in the situation, then it is recommended to ask another leader to step in and deal with the discipline of the child or young person.

COMPLIANCE

All staff and leaders are expected to comply with this policy. If a parent, guardian or other leader feels a child / young person has been treated unfairly or outside of these guidelines then they can refer the matter to the Designated Committee Member or Committee Chairperson who will investigate the matter and report back to them.

DISCLAIMER

Through your son / daughter's attendance at any of our programs Stormont Community Engagement Project will assume that you are in agreement with the detail of its positive behaviour policy.

If there is a particular issue you wish to discuss then please contact the Designated Committee Member via the groups email.