



# **Safe Start Behaviour Policy**

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Reviewed by: Grace Speakman

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# **1. INTRODUCTION**

Safe Start Behaviour Policy is designed to support the way in which all staff, volunteers, children and young people working for or using Safe Start's facilities can work together in a positive and supportive way. It aims to promote an environment where everyone feels valued and respected and strives to ensure that each young person is treated fairly and well.

The primary aim of the Behaviour Policy is to become a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and play. This policy supports Safe Start's aim in allowing everyone to work together in an effective and considerate fashion.

The policy aims to contribute to the creation of a framework in which:

- High quality learning/ play & recreational activity takes place.
- Staff, children and young people feel safe and secure.
- Appropriate support is made available.
- Children and young people take responsibility for their actions.
- Legal requirements concerning child protection and criminal activities are met.
- Appropriate behaviours and progress are continuously monitored.
- Children and young people understand fully the system of sanctions applied to inappropriate behaviour.

## **2. ROLE OF THE STAFF**

The role of staff is to ensure that access to high quality play, learning and recreational experiences is not adversely affected by the actions of individual children and young people. A range of sanctions may be applied in the case of persistent disruption or failure to follow instructions.

All forms of bullying (physical and psychological) are unacceptable. Staff will challenge bullying both directly and through the medium of personal and social development work (see Anti Bullying Policy) and while it is accepted that it is very difficult to eradicate bullying, everything that is feasibly possible shall be done to ensure that children attend an environment free from fear.

Children and young people will be encouraged to develop a sense of personal responsibility for their behaviours by various methods including discussions, group work and health & safety awareness.

Staff are required to adhere to the organisations Safeguarding & Child Protection guidelines where they perceive a child or young person to be at risk. Staff are required to pass information to relevant bodies when it is known that a child or young person is involved in criminal offences and there are sufficient details available to accurately corroborate such involvement.

## **3. ROLE OF STUDENTS AND PARENTS/CARERS**

Students and their parents/carers are expected to share with the staff the collective responsibility for promoting positive behaviour

Students will:

- be polite, well behaved and courteous at all times
- follow the rules
- take responsibility for their own actions
- accept any sanctions which may be imposed in relation to poor behaviour

Parents/Guardians are:

- asked to support the implementation of this policy
- asked to read any written communication from Safe Start and respond as appropriate
- expected to support the school provision in the use of any appropriate sanctions following poor behaviour
- invited to attend the school provision in order to discuss their child's behaviour if required

## **4. UNACCEPTABLE BEHAVIOURS**

In line with this policy the following behaviours are considered as unacceptable:

- Fighting
- Verbal abuse of staff or fellow students
- Bullying and intimidation
- Vandalism
- Use of illegal substances or prohibited items
- Physical assault upon staff or fellow students

## **5. REWARDS AND SANCTIONS**

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest rewards are:

- praise, informal and formal, public and private, to individuals and groups.
- written comment on student's work
- written comment/letter to parent informing of good work, attitudes or behaviour
- use of the you've been spotted system
- certificates and awards to individuals each term

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanction.
- Group sanctions should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

Sanctions can only include:

- Immediate verbal expressions of disapproval
- warnings
- withdrawal of privileges,
- temporary withdrawal from activity
- parental involvement ie; letters to parents

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective.

Physical and/or verbal bullying by adults or young people in this setting will not be tolerated and any such incidents will be addressed in line with the policy as applied to all forms of unacceptable behaviour.

Physical restraint, such as holding, will be used ONLY to prevent physical injury to children or adults and/or serious damage to property. Any significant event of this sort will be recorded and the parents/carers will be informed the same day.

In cases where exclusion is used as a sanction the individual concerned will always be offered the right to appeal.