



Highland Games

BEHAVIOURAL MANAGEMENT POLICY

1.0 Behavioural Policy - Philosophy

- 1.1** Highland Games (HG) is an organisation providing multi-activity sessions for children during holiday times and after organisation. Since its formation in 1988, one of the principle aims of the HG approach is to enable children to understand and take personal responsibility for their actions, through the development of relationships and responsibility rather than through external discipline. Thus, day to day rules and regulations are kept to a minimum and those in place are there to ensure that HG remains a safe environment where learning can take place unimpeded. This policy has been written with reference to 'Behaviour and Discipline in Organisations' (2013) DfE non-statutory advice. It is available on our website and parents are reminded on a regular basis that our policies are accessible this way. Parents may request a hard copy from the HG office.
- 1.2** The organisation expects responsible behaviour of all its members, in every aspect of organisation life. The core concept of the HG behaviour policy is that everyone should feel safe and valued in the community. This policy is applicable to all children, including those in the EYFS (Reception Class age). Actions which deliberately upset others are not accepted. Each individual deserves to be respected. Every child and member of staff within the community has a set of rights and with these rights come responsibilities to ensure that the rights of others are not infringed. Everyone is expected to behave with courtesy and respect for the feelings of others. The atmosphere in activities expected to be conducive to their being a supportive and cooperative atmosphere .

2.0 Promoting Positive Behaviour at HG

- 2.1** The ethos of the organisation promotes the attitudes and values necessary for individual children to contribute positively to their own personal development. The organisation employs a large variety of methods by which it strives towards a culture where poor behaviour is rare.
- 2.2** Regular staff meetings provide time for staff to share information about the children, problems that they have with specific children, and strategies for dealing with the specific problem / individual. Children's behaviour is also discussed between colleagues more informally at break times. The person with overall responsibility for behaviour management within the EYFS is the Director (Keith Moore) and all issues

should be reported to him immediately or as soon as is practicable. Parents may also contact the Director if they have any concerns about behaviour.

- 2.3** The organisation's DSP can also be called upon to give advice to leaders about individuals or be called upon to work through issues directly with groups or children.
- 2.4** All leaders are expected to create effective environments in which inappropriate behaviour is challenged and children are expected to take responsibility for their actions. Leaders actively watch out for children who are behaving out of character and are also alert to signs of withdrawal, upset and distress. All forms of bullying and harassment are challenged as considered appropriate.
- 2.5** Activities are planned to give opportunities to reinforce the principles of self-respect and of respect for others and the juxtaposition of rights and responsibilities. Children also learn skills such as conflict resolution. The promotion of positive self-esteem is essential in enabling children to feel valued and respected.
- 2.6** HG seeks to involve its children in the discussion and the preparation of a 'code of behaviour'. Expectations with regard to classroom and break time behaviour are discussed with children at the start of each week.
- 2.7** Mutual Respect, one of HG's core values, is the central tenet of the organisation's behavioural strategy.
- 2.8** The views of parents and children are sought on a regular basis to help the organisation to ascertain how effective our behaviour policy is. For example, we use questionnaires from time to time.

3.0 Reinforcement of positive behaviour

HG aims to encourage good behaviour in a **positive and constructive way** using strategies such as verbal praise. There is an emphasis towards achieving positive behaviour through intrinsic motivation rather than extrinsic rewards. The aim is for a proactive rather than reactive approach. For example, we

- give children responsibilities from an early age,
- the Director and other leaders frequently acknowledge children good work, effort and improvement and reinforce their efforts.
- give praise where it's due, both informally / privately - direct to children themselves, or more formally through Newsletters, phone calls or letters home.,.
- use topics related to the promotion of appropriate and caring behaviour
- encourage leaders to use other relevant opportunities within their activities in order to give children a broad range of experiences and for all staff to stress the importance of avoiding prejudice-based language;
- use on occasion carefully planned "goals" to supplement intrinsic motivators;
- support individual children who are experiencing issues with their behaviour through the use of Pastoral Support Plans (PSP) which recognises the positive as well as seeking to help children address the undesirable aspects of their behaviour;
- we expect all children to challenge bullying behaviours even when they are bystanders and understand that just standing by and letting something happen is almost as inappropriate as the bullying itself;

- Any information known to the organisation about why a child may be at risk of behaving inappropriately is recorded and all leaders are asked to ensure this is regularly updated;
- In order to support the effectiveness of this system parents are reminded on a regular basis to be proactive and to inform the organisation if there are any issues they are aware of which may potentially affect their child's behaviour at the HG;

4.0 Dealing With Negative Behaviour – General Philosophy

- 4.1** The organisation's pastoral care is sensitive to personal circumstances and preferences arising from cultural beliefs and traditions. Disciplinary procedures are known to all and are applied without favour, but always with regard to particular circumstances and influences of culture or home background on children' personal conduct. The use or the threat of corporal punishment is never used at HG.
- 4.2** The organisation deals with behavioural issues possibly resulting from Special Educational Needs carefully and with reference to the DSP. Behavioural modification strategies are then tailor made to try to meet the specific needs of individuals.
- 4.3** Where a child has received unfair or inappropriate treatment from another child, the organisation will register the conduct and seek reconciliation between the children. Help, support and counselling will be given as is appropriate to both the person(s) causing upset and the person(s) affected by the inappropriate behaviour.
- 4.4** Under normal circumstances a clear distinction is made between minor and more serious misdemeanours, We treat each case individually and always talk over the whys and wherefores with children before deciding on an appropriate outcome as a direct consequence of an inappropriate behaviour. The organisation discourages the practice of making a whole group suffer the consequences of inappropriate behaviour of a few. Records of issues are kept in order to be able to identify trends or to be aware of a need to modify our approach.

5.0 Dealing With Negative Behaviour – Low Level Poor Behaviour

Where child's behaviour is of a minor nature, such as slight disruption to a group, thoughtless comments or deliberate lack of effort, examples of appropriate actions may include:

- talking the matter over with the child;
- moving the child to another seat or class to facilitate good behaviour;
- the child may be required to step outside for a short period or work in another room away from the usual group for a cooling off period (accompanied by a member of staff).

6.0 Dealing With Negative Behaviour – Medium Level Poor Behaviour

Where a child's behaviour is of a slightly more serious nature, such as significant or repeated disruption to a group, rude comments or continued lack of effort, examples of appropriate actions may include any of the above plus:

- 'Snapshot' – feedback/input from other staff
- Discuss with Senior Leader/Director
- Discussing issue with parents / guardians

7.0 Dealing With Negative Behaviour – Higher Level Poor Behaviour

Examples of actions that may be regarded as serious misdemeanours include repeated unacceptable behaviour, violent conduct (involving hitting, biting, kicking, spitting, etc); serious disobedience which puts self or others at risk (running away from adult in charge, deliberately going out of bounds, failing to follow instructions when crossing road or walking on pavement etc.); defiant behaviour.

In these circumstances examples of appropriate actions may include any of the above plus:

- A formal warning to stop offending; this will be followed up in writing and a note placed on the child's file.
- Removal from the room (must be placed under supervision)
- Withdrawal from participation in particular activities for a period of time as appropriate, to safeguard the welfare of other children.
- Transfer from one group to another;
- Agreement and signature of a negotiated 'contract'. This is sometimes appropriate when trust and mutual respect have broken down between a leader and child. Contracts are written in such a way that focuses on specific behavioural problems and offer accrued benefits for achieving the required improvement. Children are expected to fully participate in the negotiation as this offers him/her responsibility and can lead to a heightened sense of self confidence and awareness. The utilisation of 'good communication skills' is necessary during the negotiation if all parties are to have ownership of the contract. If necessary, the organisation will liaise with external agencies in order to seek a satisfactory resolution.
- Decision by the Director to suspend the student for a short fixed period (part-day or one/two days).
- Decision by the Director, or person acting in her absence, to exclude the student for a longer fixed period.
- In extreme cases or if misbehaviour continues despite appropriate interventions, the Director may then decide that the student should be removed from organisation or face permanent exclusion.

The organisation makes every effort to ensure that the sanction applied is a proportionate consequence to the undesirable behaviour which has been exhibited.

7.1 Physical restraint can be used to prevent a child/young person from doing, or continuing to do any of the following:

- Committing a criminal offence (or what would be a criminal offence if the child/young person were not under the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour which is affecting or disturbing other children/young people to the extent that it may be difficult to maintain order

7.2 Physical restraint should only be applied using “reasonable force”. There is no absolute definition of this as it is dependent on the particular situation. However as a general rule only the force necessary to stop or prevent the behaviour should be used. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff do need to be able to exercise their own judgement within reason.

7.3 Any incident which requires physical restraint will be recorded on a form designed for this purpose (kept in staffrooms), reported to the Director who will report to parents the same day or as soon as is reasonable practicable.

8.0 Dealing With Bullying/Cyber Bullying – Definitions, Scope and General Philosophy

8.1 Bullying is unwanted or aggressive behaviour which involves a real or perceived imbalance of power. The behaviour is repeated or has the potential to be repeated. It can be verbal, physical or social (e.g. potentially damaging reputations or relationships). This policy is based upon the DfE non-statutory advice: ‘Preventing and Tackling Bullying (2013).

8.2 Bullying is a seriously anti-social behaviour which can lead to lifetime psychological damage; bullying can take many forms and may include:-

- Any form of violence,
- Leaving people out
- Ganging up on anyone,
- Hurtful whispers about anyone,
- Nasty threatening looks or attitudes,
- People who say unpleasant things and then say they were ‘only joking’,
- Teasing or picking on people because of such things as: - Race, Culture, Friends, Family, Clothes, Being wealthy/poor, Religion, Ability, Accent, Size/appearance, Political views, Gender, Sexuality (e.g. homophobia) and Disability

8.3 Cyber-bullying is bullying that uses electronic technology and communication methods (e.g. computers, mobile phones, social media, text messages, chat, and websites).

8.4 Cyber Bullying can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people. It can take place across age groups and target children, staff and others. Cyber-bullying can include:-

- threatening, intimidating or upsetting text messages;
- threatening or embarrassing pictures and video clips via mobile phone cameras;
- silent or abusive phone calls or using the victim’s phone to harass others, to make them think the victim is responsible;
- threatening bullying emails, possibly sent using a pseudonym or someone else’s name;
- menacing or upsetting responses to someone in a chatroom;
- unpleasant messages sent during instant messaging;
- unpleasant or defamatory information posted to blogs, personal websites and social networking sites (e.g. Facebook)

- It can include messages intended as jokes, but which have a harmful or upsetting effect.
- 8.5** At HG, we expect an environment in which individual differences are respected. Everyone should experience kindness and treat others as they hope to be treated. No-one should be afraid of being verbally or physically hurt.
- 8.6** All HG staff will be expected to undertake regular training in order to ensure that staff always feel equipped to challenge and deal with bullying in an effective manner.
- 8.7** HG believes that everyone in the organisation community has the right to be in a supportive and caring environment without fear of being bullied. It is committed to helping all members of the community to benefit from information and communication technology, whilst understanding its risks, and to equip children with the knowledge and skills to be able to use it safely and responsibly.
- 8.8** Children must not take photographs of other children or members of staff without their direct permission. Anyone contravening this will be subject to stringent sanctions.
- 8.9** Children must be aware of and follow the organisation's Acceptable Computer Use policy which provides further guidance on the use of mobile technology.
- 8.10** Bullying behaviour which contradicts any of the principles in the organisation's policies will not be tolerated at HG.
- 9.0 Dealing With Bullying/Cyber Bullying – Actions**
- 9.1** In any case of Bullying (B) or Cyber Bullying (CB) the organisation has the obligation to investigate the incident thoroughly. Depending on the outcome, the organisation then also has the responsibility to support the victim, to educate the perpetrator and to deal with any associated issues affecting other children or staff.
- 9.2** Investigating the incident

A thorough investigation will be carried out in a way appropriate to the alleged incident and may include:

- Speaking to 'bully', bullied and any witnesses (B & CB)
- Reviewing evidence and preserving it, (e.g. by saving or printing phone messages, texts, emails, website pages, etc.) (CB)
- Requesting a child to reveal a message or other phone content / confiscating a phone. NB Staff do not have the authority to search the contents of a phone(CB)
- Following up the situation within 7 organisation days (B & CB)
- Keeping confidential records of all Bullying /Cyber bullying incidents (B & CB)
- Contacting appropriate authorities e.g. DSP, child protection agencies, the Internet Watch Foundation or the Police if images/incident might be illegal (B & CB)

9.3 Supporting the Victim

Examples of actions supporting the victim are:

- Emotional support and reassurance that it was right to report the incident (B & CB)
- Helping the victim to feel safe again and be assured that the bullying will stop (B & CB)
- Advice not to retaliate or reply – but to monitor and record any further incidents (B)
- Advice not to retaliate or reply - but keep further evidence and show/ give it to their parent or a member of staff (CB)
- Advice on how the perpetrator might be blocked from the victim's sites / services (CB)
- Advice where possible and appropriate, to have offending material removed (CB)
- Advice to consider changing email addresses and/or mobile phone numbers (CB)
- Counselling or other appropriate intervention (B & CB)
- Bringing parties together to resolve a situation and reaffirm appropriate boundaries (B & CB)
- If a child makes a malicious accusation against a member of staff in relation to the scope of this policy the organisation reserves the right to use its full range of disciplinary sanctions when addressing the matter.

9.4 Educating the Perpetrator

Examples of actions to educate the perpetrator are:

- Holding the perpetrator to account, so they recognise the harm caused and do not repeat the behaviour (B & CB)
- Helping bullies to recognise the consequences of their actions and facilitating change in their attitude and behaviour (B & CB)
- Demonstrating that both bullying and cyber bullying are unacceptable and that the organisation has effective ways of dealing with it (B & CB)
- Consideration of appropriate sanctions (see section 7.0 on Negative Behaviours). Severe incidents or unwillingness to accept responsibility toward others or the need to modify behaviour might lead to exclusion. (B & CB)
- Informing parents and staff (B & CB)
- Bringing both parties together to resolve a situation (B & CB)

9.5 Dealing with any associated issues from Bullying incidents that effect other children

Examples of actions to support other children are:

- To inform staff and ask for extra vigilance (B & CB)
- To keep up to date on new initiatives from professional bodies (B & CB)
- Encourage children to support and help victims whenever you see bullying in the organisation however difficult it may be. (B & CB)
- To empower children to challenge unfairness if they see it – 'If you do nothing and walk away the bullies will think you approve of their actions and will do it again' (B & CB)

10.0 Monitoring the effectiveness of the HG Behavioural Policy

To ensure the success of this policy:

- 10.1** Leaders will check that all members of the organisation community understand the norms of behaviour expected within organisation.
- 10.2** The Director will monitor the nature of behavioural issues, the sanctions used and the number and length of exclusions.
- 10.3** Any parent of a child, or member of staff concerned about inappropriate behaviour by others is encouraged to raise the issue through the appropriate activity leader or Director. If it persists, despite the scope of this policy, they may invoke the organisation's complaints or grievance procedure as appropriate.

Appendix

Mutual Respect Document

The tradition and ethos of HG rests on negotiation and the expectation of reasonable behaviour. We avoid formal sanctions as much as possible and place an emphasis on personal responsibility and reflection; an underlying principle was explained by John Russell, the organisation's Head from 1901 to 1920: 'What limits? I sometimes find that is the most difficult question in the world, I can only find one answer – the limits imposed by generous consideration for the happiness of other people' This principle still holds true and we encourage children to consider others as much as possible and to reflect on the foreseeable consequences of their actions.

We have the Right to:

- ...work in a stimulating environment which promotes learning.
- ...express ourselves, have our voice heard and to feel valued as an individual.
- ...be treated fairly, and to appropriately challenge unfairness.
- ...give constructive comments.
- ...a clean working environment.
- ...to leave our property in the knowledge that it won't be interfered with.
- ...feel safe & secure, free from threats and harassment
- ...have an open line of communication and be informed of all important decisions.
- ...have a voice in the running of the organisation. through Children' Council, Organisation Six etc
- ...shed an individual's negative reputation once they have reformed.

We have the Responsibility to:

- ...allow the teacher to teach in a way that is appropriate to the subject.
- ...not to disrupt the class or undermine the teacher.
- ...look after the organisation environment (e.g. do not vandalise, litter or waste resources).
- ...refrain from violence, unsafe actions and from threatening and harassing others.
- ...leave others property and belongings alone.
- ...to make all new Leaders and children feel welcome, realising that adjusting to the organisation may take time.
- ...respect others views. (However this does not negate the right to challenge constructively the views of others)
- ...to be good representatives of HG when out of organisation.
- ...Leaders have the additional responsibility to ensure that any work to be done out of class is relevant and constructive

Older children have the responsibility to respect the guidelines of their privileges (e.g. leaving organisation during breaks) and to contribute to any duties asked of them. Older children also have the responsibility to look after the welfare of younger children.

At HG we do not believe in a rigid set of rules and punishments. If a student disregards their responsibilities about expected behaviour, the consequences should be considered individually and be fitting to the action.