

Behaviour Policy

Policy Review

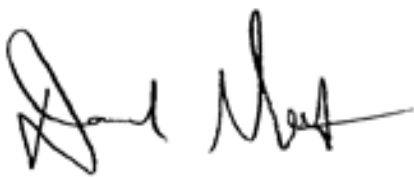
The responsibility for the review and maintenance of this policy is assigned to Daniel Meek, Managing Director. This policy will undergo an annual review.

Start date of Policy: August 2017

Date of last review: September 2024

Date of next review: September 2025

Signed



Daniel Meek
Managing Director
Swift Sports Coaching Ltd

Swift Outreach Mentoring offers an environment where children feel valued and welcomed and are able to excel in a positive environment. Our values and ethos promote recognising positive behaviours and celebrating the success of students.

The aim of the policy is to

- ensure all stakeholders working with Swift Outreach Mentoring understand the behaviour expectations and protocols in place
- provide specific guidance required to ensure that a culture of praise, positivity and recognising good behaviour are established
- providing steps to ensure any unacceptable behaviour is effectively challenged and appropriate behaviour is modelled to develop learning around acceptable behaviour so that students are able to “do the right thing”

We use effective behaviour management strategies to promote the welfare and enjoyment of all children, alongside using restorative approaches. We work in partnership with schools, parents/carers and aim to manage behaviour using clear, consistent and positive strategies.

Working in partnership with education settings

As Swift Outreach Mentoring provide support to students within their on roll settings, Swift ensure;

- all staff will follow the behaviour policies and procedures in each individual education setting to ensure a consistent approach in managing effective behaviour
- staff will participate in any additional behaviour management training opportunities arranged by the establishment to support the delivery of teaching and learning
- we seek to develop the characteristics of students we work with so that they are able to thrive and fulfil their learning potential without barriers to success, including behaviour.
- staff will model high expectations, including promoting good behaviour which students will be expected to adhere to
- staff will try to understand and unpick reasons that may impact student behaviour and collaborate with students, parents/carers and each on roll setting.
- when providing outreach support within an education setting to support the needs of learners, all staff will follow the behaviour expectations and protocols in each individual setting

- staff will model high expectations, including promoting good behaviour which students will be expected to adhere to
- students will be expected to focus on “doing the right thing” and will be recognised and praised for doing so
- we seek to develop the characteristics of students we work with so that they are able to thrive and fulfil their learning potential without barriers to success, including behaviour
- staff will use non verbal communication in the first instance to prompt good behaviour
- Positive and negative behaviour will be communicated to parents/carers and the education setting in which students are on roll

We expect students to;

- Use socially acceptable behaviour
- Comply with the organisation rules, which are compiled and are mutually agreed by the children and staff together
- Respect one another, accepting differences of race, gender, ability, age and religion
- Develop their independence and resilience by maintaining self-discipline
- Choose and participate in a variety of activities to enhance and broaden their own experiences
- Ask for help if needed
- participate within their mentoring provision with Swift Outreach Mentoring

Rewarding positive behaviour

We promote and actively encourage good behaviour by operating a policy of praise and reward. It is believed that by adopting a culture of sharing and caring, engaging rules of action and consequence and by adults leading by example, any incidents of bullying, name calling, or aggression will be minimised and addressed accordingly. Positive reinforcement, verbal and written praise, certificates, stickers, work displayed on walls, communication to parents/carers regarding excellent work or behaviour is embedded within the services we provide.

We will encourage students to self reflect and celebrate their own individual successes to in turn develop each student’s own sense of self. With the view that students will build upon their own positive progress and recognise their own achievements and the achievements of others.

Boundaries and Sanctions

By establishing clear boundaries according to the child's level of understanding, students become aware of routines and settings and know what is expected of them. One child's behaviour must not be allowed to endanger the other children in the group by absorbing or distracting the supervising staff. School settings and parents/carers are expected to provide suitable detail in terms of behavioural traits of their children as part of the referral process so that Swift have a full understanding of students needs.

If a child is displaying negative behaviour staff will use methods to deal with this using clear warnings and strategies with restorative approaches following each setting's behaviour policy. If a child's behaviour continues to be concerning a member of staff will discuss this with the child's parent/carer, ideally at the end of the day. This will be shared with the education setting. However, if a child's behaviour becomes a serious concern and the child is disrupting the safe enjoyment of the other children or becomes out of the care and control of Swift Outreach Mentoring staff, a child may be suspended temporarily or permanently, however this will be the decision made by the on roll setting in line with their behaviour policy.

If Swift Outreach Mentoring feels they are unable to meet the needs of the student due to dangerous or severe behaviour, this will be discussed with the on roll setting and mentoring placement may cease. This is a very unlikely situation.