



Policy and Procedure for Managing Children's Behaviors

Managing Children's Behaviour

Principles

We believe in children's ability to control their own lives, to make choices and accept responsibility for their actions. We also believe that all children have the right to expect positive approaches to behaviour management which are consistent with these goals. We believe that inappropriate behaviour in a child attending our facility should be corrected in a caring, constructive and consistent manner. We follow a behavioural management and codes that encourages self-control, self-correction, self-esteem and co-operation.

Statement of Intent

We ensure that all team members are trained on all of our facilities policies, ensuring they consistently retrained or provided with new techniques and skill in management of challenging behaviour.

At registration we review all our policies with parents/ Guardians.

Our policy will be available on our noticeboard and on our website.

When dealing with Cyber bullying we revert to our Cyber bullying policy.

We set high expectations of behaviour through encouraging and praising good behaviour. We encourage through our afterschool rules and rewards as a forum for the child understanding or identifying what is considered bullying, how we respond to bullying and how as individuals we express ourselves.

We apply simple rules fairly and consistently. We encourage children to respect themselves, each other and property. We aim to provide happy, caring environment with challenging activities.

Our aim is to re-direct and distract the child as appropriate, depending on the situation, whilst explaining our course of action.

We will always remain calm and the tone of our voices will always remain positive, whilst we explain why it is not appropriate to behave in certain ways.



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All positive behaviour is encouraged and praised. Concerns or behavioural change are discussed with the parents.

Understanding, identifying and how we can manage bullying.

Bullying is repeated aggression – physical, verbal or emotional- conducted by an individual or group against another or others. For more detail, please refer to our Anti-Bullying Policy

In responds of bullying we encourage the children to communicate individual and as a group in the correct settings.

We ensure team members, parents and children all know how to use the numerous different techniques and behavioural support tools, procedure and policy guidelines to manage behavioural issues that would be bullying behaviour.

Policies and Procedures for encouraging acceptable behaviour:

- Through induction all new staff is introduced to this policy and are asked to sign to say that they have read and agree to implement the policy.
- All staff will understand the causes of difficult behaviour to help them deal with it effectively, see **appendix I**.
- Agreed rules and boundaries are discussed with the children and are also displayed on the parent's notice board.
- Adults will adopt a positive approach to situations and provide a positive role model.
- Adults will offer quiet encouragement and endorse desirable behaviour.
- Adults will ensure rules are applied consistently.
- Adults will promote respect for each other.
- If possible we look at what happens before the behaviour occurs. We look at patterns by observing the child over time. We record this, charting-time, context and location. From this possible causes are looked at-food, weather, and form. We try and intercept the child with positive re-enforcement just before the behaviour occurs. By holding the child's hand and at eye level discussing the inappropriate behaviour and make suggestions on how the child can promote positive behaviour.



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- All children's effort, achievements and feelings will always be acknowledged so as to promote growth of self-esteem and self-discipline. We instill with all our workers the importance of using the correct language and works to promote each Child's self-awareness.
- We avoid being judgemental. We look at the behaviour not the child and ignore tantrums.
- All works in the services must be a good role model by following the behaviour management and codes.
- Any attention the child requires is focused on in a positive manner-the children are invited/requested to do something as opposed to being told in the Child's mind negative attention is better than no attention.
- When requesting the child to complete a task, we wait for the child to complete it in his/her own time not ours. If the child refuses to complete a necessary task i.e. to put away a toy, we ask the child again. If the child still refuses to complete the task we move over towards the child and help them to complete it. Once the task has been completed offer praise explaining that next time he/she will be able to complete it independently.
- Rewards are not offered to encourage good behaviour; in the same way the child is not punished when negative behaviour occurs. We believe that both positive and negative behaviour happen for a reason. A compromise is often a solution, for example, if you tidy up your work I shall put the child in "Quiet Time" for a maximum of four minutes (We calculate on the age of the child). They will be asked to think about their behaviour and how they can rectify it. Once they have done this, they will be invited back to the group.
- In extreme cases, outside intervention may be sought, advice from relevant professionals i.e. play therapist and this would not be done without the consent of the parents.

Inappropriate language:-no, naughty, bold

Children and staff are encouraged to apologise to each other. We feel this fosters good ground rules and boundaries.

Positive codes and strategies for behaviour management

- 1:1 adult to child support will be offered to a child whom is misbehaved to help the child to see what went wrong and offer possible solutions.
- Comforted and support will be offered where another child has been hurt in an incident.
- Explanation for challenging unwanted behaviour or attitudes will be made clear immediately to the child or children.



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- It **MUST** be made very clear to the child demonstrating a challenging unwanted behaviour or attitude that it is the behaviour that's not acceptable and **NOT** the child.
- All workers must demonstrate respect and empathy by **LISTENING** and being interested in what the child is saying
- All workers must offer an alternative, positive behaviour solutions to encourage and help to teach the child about values and compromise.
- Books and activities are readily available to help all children explore and name their feelings, where appropriate, in conjunction with an adult.
- Recurring problems will be dealt with in an inclusive manner following procedures.

In some cases, in collaboration with the parents we may seek additional advice and support from professionals such as speech therapists and professional as appropriate

Procedures for managing unacceptable behaviour-see appendix II

- Given children the chance to resolve their own disputes with appropriate guidance and support.
- Calm interventions.
- Encourage children to express/discuss their feelings.
- Reinforce boundaries.
- Never humiliate or attack Child's self.
- Divert Child's attention
- Use appropriate strategies.

Procedures that is unacceptable for managing behaviour

- Physical punishment.
- Sending children out of the room.
- Using techniques that single out and humiliate children.
- Shouting or raising of voice in an inappropriate way
- Physical restraint e.g. holding will not be used unless it is required to prevent injury to child or other children, adults or property. In cases where it is used the incident will be recorded and the parent/carer informed the same day.

Working with Parents



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It is our policy to work in close collaboration with parents. We recognise and value the role of parents in managing children's behaviour. It is our policy to inform parents, at the environment stage, of the policies and procedures in relation to behaviour. Management will explain how behaviour is dealt with so a consistent approach can be adopted.

Parents are encouraged to tell staff of any difficulties that they are experiencing at home and to inform them of any situation that might impact on child behaviour such as bereavement, illness, relationship breakdown, a new baby etc.

If a parent needs to be contact in relation to a concern about behaviour it is our policy to do this in a consultative rather than a complaining manner and staff will endeavour to work in partnership with the parent to develop a strategy for dealing with the situation.

Biting

Biting happens in almost every early year setting where young children are together. It is a natural developmental stage that many children go through. It is usually a temporary condition that is most common between thirteen and twenty four months of age.

The safety of the children at our facilities is our primary concern. As Childcare Practitioners we must:

- Recognise children's reasons for biting
- React appropriately
- Take the proper measures to prevent further incidents.

If biting is a frequent and recurring problem, working with parents is also essential.

Why do young children bite?

- Biting is a natural part of children's development
- Infants and toddlers put everything into their mouths. It feels good to bite and chew while they are teething.
- Toddlers and young pre-schoolers don't have the verbal skills to fully express themselves
- Biting brings about a quick and dramatic and quick response.



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- Children experience many emotions (positive and negative) that are difficult to express and at times control. These emotions may be caused by a number of things; over-excitement, frustration, fatigue, fears of being separated from people they love etc.
- Biting sometimes occurs for no apparent reason

Staff members in this room will maintain a close and constant supervision of all children

Preventing Biting

- A good programme of activity that meets the needs of children is the key to minimising biting episodes.
- Ensure children have enough space for play, without bumping in to one another
- Make sure there are enough toys and play equipment.
- Have enough activities planned to keep children involved and interested
- Be aware that a simple conflict over a toy or personal space could be enough to cause a child to bite.
- Know the temperaments of the children in your care.
- Look for patterns in a frequent biter.
- Are there particular times of the day that the biter has difficulty? Be extra vigilant at these times.
- Does the biter focus on one child? Look at ways of separating children as much as possible.
- Do toys seem to cause many biting incidences? You may need more or duplicate toys so every child has several to choose from.
- Encourage the use of words to express feeling and emotions.
- Help children understand that words can be used to express feelings.
- Staff may need to teach the children words that are appropriate.
- Children who can verbally express themselves will be less likely to lash out physically.
- Recognise good behaviour when it happens. Most children look for attention. If they get it during positive behaviours, they will be more likely to continue those behaviours.



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Afterschool Policy and Procedure for Managing School Age Children Behaviour.

Recognizing and Rewarding Good Behavior

Where possible, younger children will be taught the six **Golden Rules** and older children will agree rules with their class leaders based on the **'FRESH' Values** (fair, respectful, engaging, safe, honest). These rules will be a frequent reference point towards positive behavior. Taking a 'Catch them when they're good' approach, good behavior will be affirmed and rewarded in age and ability-appropriate ways. (See Appendix B)

Restorative Practice

Restorative Practice focuses on developing **'FRESH'** (fair, respectful, engaging, safe, honest) relationships between all members of our facility community. A FRESH poster will be on display in each classroom and in the Staff Room.

Restorative Practice gives opportunities for clients, to take responsibility for their behaviour and its effect on the learning environment. When unacceptable behaviour occurs, the opportunity is created for those involved to reflect in a fair impartial manner on the situation, acknowledging the harm done and those affected by it, the aim being to help heal broken relationships and prevent this behaviour happening again.



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For some of our children, using a familiar set of 'Restorative Questions' is useful. (See Appendix A.) For other children, using familiar phrases, firm tone of voice, token system or object of reference will be more appropriate in helping to develop an awareness of the impact of unacceptable behaviour on others and meaningful ways of 'saying sorry' and putting things right. (See Challenging Behaviour Policy)

Role and Responsibilities of Room leaders

Facilities Team leaders:

All our facility Room leaders have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other. Their good example has an important influence on the children. Our Team leaders are expected to:

- create a positive, caring atmosphere, with realistic expectations for each child
- model and promote courtesy, respect, honesty, kindness, forgiveness and fair treatment to all – children and adults alike.
- know, model and teach/ remind children of the Golden Rules, the FRESH values and all related rules, including area-specific rules, personable communication and one, use of mobile phones, etc.
- affirm positive behaviour and appreciate the contribution of all
- cooperate in keeping good order in school so effective teaching and learning can take place
- promote respect for property and care for the school and wider environment
- practise and promote the early resolution of relational difficulties, and of situations resulting from unacceptable behaviour, in a constructive restorative manner
- adhere to the agreed approach to discipline

Parents:

Best behaviour outcomes are seen when school and parents work together. Parents are expected to support our facilities' Positive Behaviour Policy and Code in the following ways:

- **Positive Message:** speak positively with their child about the importance of keeping school rules and observing our facilities' FRESH values. (See Code of Behaviour section below.)
- **Respectful Communication:** model the FRESH values in respectful communication with our room leaders, e.g. by responding to room leader's notes in home-school diary; when addressing any concern with the manager, interactions with after school pick-ups, etc.



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- **Good Attendance:** promote the importance of good attendance (except when sick, in post-surgery recovery or at necessary appointments), informing both facility and pick up about absences. (See 'Code of Behaviour' section below & client Attendance Policy for more detail.)
- **Care/ Provision of Belongings:** help children learn to care for his/ her belongings, including glasses or low vision aid, special pencils/ pens, books, etc.
- **Homework:** take an active interest in child's homework, where appropriate (e.g. hearing reading or spellings, checking work, etc.); 'sign and time' home each evening; give reason for work not completed; and contact the teacher if homework is causing worry for child. (See 'Homework' section below for more detail.)
- **Cooperative Approach:** if child is working on improving a particular behaviour at school and our facility that we cooperate with together by using the agreed approach at home too, where possible.
- **Restorative Approach:** cooperate with our facility if their child has engaged in unacceptable behaviour, taking a restorative approach to help the child (when able) to reflect on the behaviour, acknowledge harm done and talk about how things can be made right.
- **Pride in Uniform:** instil a sense of pride in the school and in wearing uniform (exceptions for children with sensory issues), providing the tools to support

Code of Behaviour

In order to feel secure and develop skills for cooperation, children need limits set for them. Therefore there must be rules.

Golden Rules

1. I will be gentle. I will not hurt anyone.
2. I will be kind. I will not hurt people's feelings.
3. I will listen. I will not interrupt.
4. I will respect property. I will not waste or damage things.
5. I will work hard. I will do my best.
6. I will be honest. I will not hide the truth.

Room leaders will aim to teach the Golden Rules to our younger children, talking about the reasons for the rules, as understanding allows. For children with a learning disability, one rule may be worked on at a time, using reward systems or positive behaviour supports. This approach will be helpful for children with particular behavioural difficulties too.



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Class Rules based on FRESH Values

For the older children, in relevant classes, our room leaders will build on the positive behaviours outlined in the 'Golden Rules'. At the start of each year, the FRESH values will be discussed, and the room will draw up a list of relevant room rules, based on these values. Rules will be kept to a minimum and will be for the safety, well-being and good order of the room and we will try to encompass each child's school community. (See examples of rules in Appendix A)

Room leaders will affirm 'FRESH' attitudes and behaviour and room leaders will devise suitable reward systems to motivate and to celebrate positive behaviour.

Area-Specific Rules based on FRESH Values

The area-specific rules in Appendix A will be discussed/ agreed/ adopted to the degree appropriate to abilities & needs in each classroom.

Attendance and the Education Welfare Act

Daily attendance is required for all clients except in the case of illness or an appointment that cannot be scheduled outside of school hours.

Holidays during school term-time are strongly discouraged.

Good attendance will be encouraged in our facility through the presentation of 95% attendance certificates or another appropriate reward at the end of each term. When, following intervention, a child's attendance improves, the class teacher and Principal will acknowledge this positively.

Daily attendance is required for all clients except in the case of illness or an appointment that cannot be scheduled outside of school hours.

A parent/ guardian must provide an explanation when a child is absent. This should be done by phone or email to our facility's office.

When a child has to leave before their scheduled times for an appointment or will be arriving late after an appointment, our facility must also be notified in advance either by a brief note in the after school note journal or an email or phone call to our facility office. On arrival to collect



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their child, parents/guardians must call to the school or Principal's office. When leaving with their child, they should sign out in the book provided.

Absences of 10 days or more must be referred by the facility to the Pobal Grant scheme. Our facility Manager is available to support parents with attendance issues.

For more detail, please refer to Clients contract of agreement under the scheme they maybe on for Attendance Policy.

Home-School Notebook and Homework

The afterschool home journal and homework school journal are an important communication tool between parents school and our facility. The school expects parents to read and sign the journal each night. We expect parents to read our journal for communication and feedback. We review homework school journals to assist with afterschool homework programme.

For some Children homework will be recorded in the homework notebook. The time taken to complete homework will vary from child to child but should never take more than 15 minutes for junior pupils or 30 minutes for senior pupils.

We will encourage a calm learning environment at homework periods, we will encourage all children to support each other learning experience and praise caring, supportive participates. We will discourage disruptive behaviour by using refocusing techniques or using separate tables where appropriate.

Mobile Phones and Personal Electronic Devices

Use of mobile phones and personal electronic devices during afterschool hours is strictly forbidden. Phones must be switched off and kept in school bags at all times. Any infringement of this rule will involve the confiscation of the device until the end of the afterschool day. If a photo has been taken, it will be deleted before the device is returned. If a pupil is found to have taken a photo in after school time, and then shared it, it will be treated very seriously by the school.



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Where infringement of rules regarding phones/ other personal devices is repeated, parents/ guardians will be contacted.

The afterschool takes absolutely no responsibility for the safekeeping of phones or other personal devices brought into our facility and will not be liable for any loss or damage to same.

School Uniform

All school age pupils must wear the school uniform, however if a parent provides their children a change in clothing, we will facilitate an area where they can change their clothing. Where a child has sensory or medical issues that make them uncomfortable wearing particular uniform items, modifications can be agreed with the manager.

Unacceptable Behaviour; Interventions

Although the emphasis at our facility is on the promotion of positive behaviour, there will be times when misbehaviour occurs and needs to be addressed. All Team leaders have a shared responsibility to familiarise themselves with the Positive Behaviour Code, the Child Protection Policy and the Anti-Bullying Policy. No child or adult should be treated in an unacceptable way. Where a child is upset by another child and feels unable to resolve the situation, she/ he is encouraged, if able, to seek an adult's help instead of reacting in an unacceptable way. Adults should avoid scolding the misbehaving child and should respond as calmly as possible, reporting any notable misbehaviour, observed or experienced, to the class/ supervising teacher. It is then the teacher's responsibility to decide on appropriate interventions.

Interventions should be restorative rather than punitive. They should be used in a respectful way as part of a plan to help a client, where able, to understand the consequences of his/ her behaviour and to take responsibility for changing that behaviour. Where upset or harm has been caused by this behaviour to another client, or to a member of our team, the restorative questions should be used, apology given, and amends made.

Interventions should:

- be timely
- help a child reflect, take responsibility and, where relevant, make amends
- diffuse and not escalate the situation
- preserve the dignity of all parties



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- be applied in a fair and consistent way

If a child understands the rules and behaves in a way that is not 'FRESH', he/ she will be encouraged to respond in good grace and to take a restorative approach, acknowledging the unacceptable behaviour and trying to put things right. Parents will be contacted about behaviours of concern.

Where a cognitive disability or a behaviour disorder means that a child either cannot understand rules or finds it difficult at times to comply with rules, the Room leader will consult with parents and, where relevant, with therapists/ colleagues/ an external professional to agree on strategies to help the child reduce unacceptable or challenging behaviour. For more information, see Challenging Behaviour Policy.

Levels of Misbehaviour and Behaviour Modification Response:

There are three levels of unacceptable behaviour: **Minor, Serious and Gross.**

Minor Misbehaviour

Examples include:

- not paying attention or following instructions
- chatting and distracting others in class
- rudeness
- smirking or being cheeky when reprimanded
- taking phone or other device out of bag during the school day
- running in prohibited areas
- rough play
- mild bad language
- failure to complete homework, without explanation from parent / guardian
- choosing not to wear uniform

(NOTE: Where the Room leader feels that a pupil has a genuine difficulty in complying with a particular school rule, a positive behaviour plan should be devised/ reward system set up, e.g.



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star chart/ tokens, to help the pupil improve in this area. See Appendix B for more information. Cooperation between home and school on such positive interventions are key.)

First Offence:

The Room leader will talk with the child, using the restorative questions. Where a child is unwilling to cooperate or is unable to immediately engage with the restorative questions, the progression will generally be as follows:

- Reflection Time, e.g. thinking chair or personal reflection time with restorative question sheet.

This should be followed by another attempt to engage in the restorative questions and/or by setting up or continuing with use of an appropriate positive reward system.

Second Offence within Week:

- Minor Sanction, e.g. loss of privilege (lose a token; shorten Golden Time; miss a favourite activity/ yard; sent to another room for a set period of time)

This should be followed by another attempt to engage in the restorative questions and/ or by continuing with use of an appropriate positive reward system.

Depending on the misbehaviour involved, the Room leader may also write a note in the child's afterschool journal at this stage, then must notify a parent/ guardian on collection.

Third Offence within Week:

- Yellow Card: A Yellow Card should be issued and given at home time / collection time to be signed by a parent/ guardian. This may be followed up with a discussion from them. The restorative and/ or positive reward approach should be continued by all adults involved. Parents should talk with their child about the rule-breaking, bearing in mind that, if the misbehaviour continues and the child receives two yellow cards within a month, then the third card becomes a red card. Signed yellow cards should be returned by a parent/ guardian to the school. The room leader will keep these on file.

Serious Misbehaviour



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Examples include:

- all minor misbehaviours when on a continuous basis
- rough play causing injury
- acts of aggression, including threats or physical harm to another person
- behaviour that is hurtful, including bullying*, harassment, discrimination & victimisation
- uncontrolled tantrums
- bad or inappropriate language directed at a child or adult
- refusal to do our facility activities or homework
- damage to property
- theft
- bringing dangerous items to school
- leaving room, activities without permission

(Notes)

1. * Bullying is repeated aggression – physical, verbal or emotional- conducted by an individual or group against another or others. For more detail, please refer to our Anti-Bullying Policy.
2. For pupils who, due to a learning disability or a behavioural disorder, repeat minor misbehaviours or commit a serious misbehaviour, the protocol outlined in the Challenging Behaviour Policy should be applied.)

Where restorative interventions fail and a child capable of understanding the impact of his/ her behaviour seems to be blatantly repeating a minor misbehaviour more than 3 times, or where a serious behaviour occurs, an appropriate sanction will be warranted.

The Room leader will consult with the manager and Parent at that stages outlined below will be followed.

• **Stage 1- Red Card and Conduct Sheet, where appropriate**

If a child is to be given a Red Card they arrange a parents meeting with the manager. The red card must be sent home to be signed by parents and returned to our facility to be put on file. The Manager will phone the parents and ask them to take the issuing of the red card seriously-



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to discuss the misbehaviour or rule breaking with their child and to encourage them to engage with the restorative process.

If the child is unwilling or unable at that point to engage with the restorative process, they will be put on a suitable version of the Conduct Sheet (see Appendix C), as agreed between the Manager and parent. Conduct sheets are completed at our facility each day for one week. They are sent home for signing by the parent each evening. Positive efforts towards good behaviour are noted and affirmed our facility and home, with the hope that the child will soon agree to engage with the restorative process. Once ready to engage, every effort will be made to repair and rebuild relationships at afterschool, using the restorative process. It is important that children are given a dignified re-entry; allowed to move on without grudges being held and given the opportunity to start each day afresh.

- **Stage 2 –Second Red Card and Contract**

If a child refuses to make an effort while on a Conduct Sheet and continues to behave in an unacceptable way, he/ she will be issued with a second red card and the conduct sheet will be continued. If two red cards are issued in any four afterschool weeks, the room leader and child will draw up a contract of behaviour with their parents and facility manager involvement. The child will be asked to sign the contract in the presence of the Manager and their parent. A copy of the contract will be given to their parents.

- **Stage 3 – Third Red Card and Case Conference**

If a child receives more than three red cards in any four afterschool weeks, the child's parents will be asked to meet the Room Leader and Manager. The child will be asked again to give a written undertaking that he/she will behave in afterschool. This will be witnessed and signed by Parent/Parents or guardian.

- **Stage 4 – Fourth Red Card and Internal Suspension**



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Internal Suspension is when a child is removed from their own base class and is placed in another suitable class for up to 1 full after school day. This will be activated when stages 1-3 are exhausted and a fourth red card is issued in any 4 weeks.

Gross Misbehaviour

Examples include:

- repeated serious misbehaviour
- assault on a pupil, staff member or other adult at school
- serious bullying
- wilful serious damage to property
- serious theft
- bringing dangerous item to school, e.g. sharp knife, alcohol, drugs, cigarettes

Gross misbehaviour can only be applied in cases where it is accepted that the child has an understanding that his/her actions are malicious and likely to cause damage. For certain children with additional disabilities, including behaviour difficulties, this may not be the case. In such circumstances the protocol outlined in the Challenging Behaviour Policy should be applied.

- **Stage 5 – Suspension**

If Stage 4 has been exhausted and /or a child has engaged knowingly in gross malicious behaviour, then the Owner can sanction immediate suspension pending discussion with parents. See Appendix D for more information

- **Stage 6 – Expulsion**

This procedure may be considered in an extreme case. See Appendix E for more information

Conclusion

The essence of our code of behaviour is valuing people and encouraging them to accept responsibility for their own behaviour and to develop self-discipline.

Review



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This Policy will be reviewed in February 2020.

Appendix A

Restorative Practice

FRESH VALUES

Fair

Respectful

Engaging

Safe

Honest

Some general rules reflecting the FRESH Values

Room Leaders can draw from these rules or create similar ones based on the FRESH values, for discussion and agreement, according to class age-group and ability:



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Fair

- I will treat others in a fair way, just as I would like others to treat me
- I will listen. I will not interrupt.
- I will try my best to put things right fairly when I have done harm.
- I will be forgiving when someone is sorry and tries to put right harm they did against me.

Respectful

- I will behave in a way that shows respect for myself and for others
- I will follow instructions from my Room leader immediately and will show respect for all adults working with me
- I will show respect for Afterschool property and for the property of others

Engaging

- I will attend afterschool daily unless I am not well enough to do so
- I will do my best in all activities at afterschool and in my homework
- I will follow the school Healthy Eating Policy

Safe

- I will wear glasses or use low vision aids, where prescribed
- I will always freeze, step to the on the left side of our room for my safety and the safety of others
- I will keep my belongings in safe places, so they are not trip hazards
- I will move around with care for my own safety and for the safety of others

Honest

- I will be honest and will tell the truth, even when this is difficult

Area-Specific Rules reflecting FRESH Values

(to be discussed/ agreed/ adopted to the degree appropriate to abilities & needs in each class)



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Room Rules

1. I will line up as instructed at left side of the room. I will freeze on instruction or during free play. This will keep everyone safe.
2. I will move calmly around the room. I will not run.
3. I will use my cane or mobility skills. I will not forget.
4. I will move quietly. I will not disturb other rooms.
5. I will carry things safely. I will ask for help if I need it.
6. I will wait patiently during activity times for instructions from the Rooms leader.
7. When in group discussion I will raise my hand to participate or comment.
8. During Homework time I will be mindful of my surroundings and be quiet.

Free-Time Rules

1. I will stay in the designated areas at free time. I will not leave unless the Room leader gives permission.
2. I will not play near the gates. It would not be safe.
3. I will play safely. I will not be rough.
4. I will remember to walk on the soft play surface. I will not run there.
5. I will remember to ask an adult for help if the ball goes over the fence. I will not go and get it myself.
6. I will play fairly. I will take turns and let others play.
7. I will speak politely. I will not use bad language.
8. I will take care of afterschool things. I will not deliberately throw playthings on the around or outside the fence.
9. I will remember to bring playthings back inside. I will not leave them in the yard.
10. I will keep the yard tidy. I will put my rubbish in the bin.
11. I will line up immediately when the called. I will go in to my room quietly.

'Out and About' Rules

1. I will follow directions immediately from the adult responsible for me when I am out and about.
2. I will show respect for those I am with, and for those I meet, when out and about.



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3. I will show respect for property when out and about. I will not cause damage.
4. I will listen carefully to any rules about places I go when out and about. I will keep these rules for my own safety and for the safety of others.
5. I will move safely and in an orderly manner when I am out and about with my afterschool, or with an adult who is working with me.

Restorative Questions to respond to unacceptable behaviour

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen to make things right?

Restorative Questions to help those harmed by others' actions

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?



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Appendix B

Reward Systems

Reward systems is a meaningful way for the afterschool room leaders, to encourage positive behaviour and achievements, in a particular situation or child, this will be used as a useful tool to encourage children at different stages of learning, growth of intellectual and emotional development in behavioural conduct, e.g.:

- Praise – a quiet word or gesture to show approval; praise in front of the class
- Stickers/ stamps/ comments on written work
- Work displayed on 'Wow Work' board
- Visit to another member of staff for commendation
- Commendation to parent in afterschool notebook or on postcard to home
- Time spent on favourite reward activity
- Star Charts / Tokens
- Star of the Week Certificate
- Extra Games time/ other suitable treat
- Extra Golden Time
- Given a special responsibility

Appendix C

Recording Misbehaviour



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Room leader Records

Where persistent minor misbehaviour is concerned, the Room leader will keep a record of:

- occurrences
- child's responses to restorative approaches
- date of parent communications, if issued
- sanctions if given

This record will be kept discreetly either in handwritten form or, electronically, in the child's folder.

Yellow Cards

These will be filed discreetly by the Room leader

Red Cards

These will be filed discreetly by the Manager.

Incident Forms

Serious incidences that involve a child causing harm to another child or adult will be recorded and reported in an Incident Booklet. Copies are available in the Incident booklet and a copy given to parents.

Conduct Sheets/Report

Conduct sheets are used to monitor the behaviour of a child whose behaviour is causing concern due to either persistent minor misbehaviour or an incident of serious misbehaviour.



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They can be helpful in identifying patterns of behaviour. Positive and negative behaviour can be recorded in order to encourage the former and dissuade the latter.

Each day, the room leader will update the parent on the children at collect, , affirming the positive comments and encouraging the child to keep working on the behaviour and to continue engaging with the restorative process at school.

A conduct sheet would only be used as a tool to support a child to encourage good behaviour more formally as they would need to present the conduct sheet with the Room leader each evening to their parent/ guardian where they will read the comments, affirming the positive comments and encouraging the child to keep working on the behaviour and to continue engaging with the restorative process at afterschool. If it is evident that the child is not making any effort to improve the specified behaviour or if another episode of serious behaviour occurs, then this would be a tool to help support the child in understand and establishing how best to address concerns.

Conduct sheets will be filed discreetly by the manager.

Appendix D

Suspension

The manager will requests a meeting with the parents, at this stage, the parents would have had several documented meeting to help address and support restorative action, suspension



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would be done with notice and as a reflective tool to encourage the child to see how their behaviour and actions have impacted their surroundings and others.

Appeal

Parents of a child to the owner.

Appendix E

Expulsion

Grounds for Expulsion

- Behaviour is persistent cause of significant disruption to the learning of others or to the teaching process or afterschool care for others
- Continued presence of child constitutes a real and significant threat to safety



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- The child is responsible for serious damage to property.

Automatic Expulsion

The Board of Management (BoM) may sanction automatic expulsion for certain prescribed behaviours:

1. Attempted to verbal or physical assault another child.
2. Actual violence or physical assault
3. Serious threat of violence against another pupil or member of staff.

Procedures in respect of Expulsion for Behaviours others than those leading to 'Automatic Expulsion'

1. Detailed investigation by after school Manager
2. Recommendation by manager to BoM
3. BoM considers Manager's recommendation and holds hearing
4. BoM decides if expulsion is appropriate. If BoM recommends expulsion, the BoM will propose a date which will allow a 20-day cooling off period
5. Tusla will be informed of proposal to expel child and effective date of that proposal
6. Parents of the child are informed of rights to invoke an appeal
7. Education Welfare Officer arranges consultations