**Behaviour Policy.**

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| Expectations | Who? | How? |
| **Listen to and respect young people at all times.** | Everyone | Give everyone a chance to speak. Encourage good listening. Make positive comments about a child’s opinion/idea. Value each member’s contributions and take them seriously. Respect a young person’s right to privacy. |
| **Treat all young people fairly, without favouritism or prejudice.** | Adults | Make sure everyone has their fair share of resources, food, drama parts etc. Encourage young people to be fair too. Be alert to signs of bullying, intimidation or ridiculing, reporting any concerns to the young people’s lead or safeguarding officer. |
| **Challenge unacceptable behaviour.** | Adults | If a child behaves inappropriately, these steps will be taken:1. Talk quietly to them to explain why that behaviour was wrong
2. Sit beside the child to encourage good behaviour
3. Encourage the child when he/she gets it right
4. If behaviour persists, inform children and young people’s leader
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| **Persistent difficult behaviour should be brought to the attention of children and young people’s leaders so they can discuss it constructively with parents.** | Adults | Having followed through the guidelines above, if the unacceptable behaviour persists, tell the group leader who will have a constructive conversation with the parents. |
| **Use language that is appropriate and not offensive.** | Everyone | Make it clear that we don’t use those words because they might offend somebody else. Encourage respect for others. |
| **Behave in appropriate ways, avoiding close relationships with any young person.** | Adults | Don’t get physically close to young people. If physical touch is essential (eg. first aid or comforting a child who is crying) make sure there is another adult present. Ensure that everything you do cannot be misconstrued by parents, if they heard about it. Physical touch, unless for medical purposes, would ideally be initiated by the child. |
| **Work within sight of another adult.** | Adults | This may mean working with a door propped open, or with glass panels so another adult can see inside the room. Don’t be alone with a young person or child in a room. |
| **Inform another adult if a child needs the toilet.** | Adults | If you need to accompany a child to the toilet, do so, but wait outside. |
| **Make clear expectations of behaviour when meeting a group of young people. Expectations should be enforced in consistent and positive ways.** | Adults | Set out your expectations clearly at the beginning or the session. Don’t change expectations during the session.  |
| **Praise children and young people who are behaving well. Reinforce good behaviour.** | Adults | Praise good behaviour. Be positive in speech and body language. Model good speech and actions at all times. Children learn from the way adults behave. |
| **Show respect at all times. Physical punishment is totally unacceptable.** | Everyone | Encourage good listening, acceptance of another person’s opinion or ideas and kind and caring attitudes to all. Follow guidelines above if behaviour is unacceptable. |
| **Encourage respect, self control, self-confidence and sensitivity.** | Everyone | Adults model these characteristics so children and young people learn how to develop these for themselves. Children or Adults should not be forced to participate in things they don’t want to, alternative roles should be found so no one is uncomfortable. |
| **Obtain consent before taking photos or video.** | Adults | Make sure parents have given permission for you to photograph their children. Keep a list of those without permission and ensure no photos are taken of these children.  |