



Behaviour Policy for Ace Sports Coaching.

Location: Ace Sports

Policy Created By: Nick McGowan

Policy Date: September 2024

Review Date: September 2025

1. Policy Statement

At Ace Sports Coaching, we are committed to creating a positive, safe, and respectful environment where children can learn, play, and develop. This behaviour policy outlines our expectations for behaviour, the strategies we use to promote positive behaviour, and the procedures in place for managing challenging behaviour. Our aim is to encourage mutual respect, self-discipline, and a sense of responsibility among all children and staff.

2. Aims and Objectives

- **Promote Positive Behaviour:** To encourage children to behave in a way that shows respect for themselves, others, and the environment.
- **Create a Safe Environment:** To ensure that all children and staff feel safe, valued, and respected.
- **Support Social and Emotional Development:** To help children develop self-discipline, responsibility, and the ability to manage their emotions and behaviour.
- **Consistent Approach:** To ensure that all staff use consistent and fair methods for managing behaviour.

3. Expectations for Behaviour

3.1 For Children

- **Respect for Others:** Children are expected to treat others with kindness, respect, and consideration at all times.
- **Cooperation:** Children should follow instructions from staff promptly and cooperate with peers during activities.
- **Safety:** Children must use equipment safely, avoid physical confrontations, and report any hazards or unsafe behaviour to staff immediately.
- **Responsibility:** Children are encouraged to take responsibility for their actions, belongings, and the shared environment.
- **Inclusion:** Bullying, discrimination, or exclusion of any kind will not be tolerated.

3.2 For Staff

- **Role Modelling:** Staff are expected to model positive behaviour, demonstrating respect, patience, and fairness.
- **Consistency:** Staff should apply behaviour management strategies consistently, ensuring that all children understand the consequences of their actions.
- **Support:** Staff should support children in understanding and managing their emotions, providing guidance on appropriate behaviour.
- **Communication:** Staff should maintain open communication with parents/carers about their child's behaviour, both positive and negative.

3.3 For Parents/Carers

- **Support:** Parents/carers are encouraged to support the behaviour policy and work in partnership with the business to promote positive behaviour.
- **Communication:** Parents/carers should communicate any concerns regarding their child's behaviour to staff promptly, allowing for a collaborative approach to addressing issues.

4. Promoting Positive Behaviour

4.1 Positive Reinforcement

- **Praise and Encouragement:** Staff will regularly praise and encourage children for displaying positive behaviour, effort, and achievement.
- **Reward Systems:** Age-appropriate reward systems, such as stickers, certificates, or 'star of the week' recognitions, will be used to reinforce positive behaviour.

4.2 Setting Clear Expectations

- **Behaviour Rules:** Clear and simple behaviour rules will be established and communicated to all children, regularly reinforced by staff.
- **Consistent Boundaries:** Staff will maintain consistent boundaries, ensuring that children understand the consequences of breaking rules.

4.3 Social and Emotional Learning

- **Conflict Resolution:** Staff will teach and support children in resolving conflicts peacefully, using techniques such as negotiation, compromise, and problem-solving.
- **Emotional Support:** Staff will provide emotional support to children, helping them to understand and manage their feelings in a constructive way.

5. Managing Challenging Behaviour

5.1 Initial Response

- **Calm Approach:** Staff will approach challenging behaviour calmly and respectfully, aiming to de-escalate the situation.

- **Private Discussion:** Where appropriate, staff will speak to the child privately to discuss their behaviour and understand any underlying issues.

5.2 Consequences

- **Verbal Warning:** A verbal warning will be given to the child, clearly explaining the unacceptable behaviour and the expected change.
- **Time-Out:** For repeated or more serious behaviour, the child may be given a 'time-out' period to reflect on their actions away from the group.
- **Loss of Privileges:** Children may lose certain privileges, such as participation in a specific activity, as a consequence of continued poor behaviour.
- **Behaviour Plans:** For ongoing behaviour issues, an individual behaviour plan may be developed in consultation with the child, parents/carers, and staff.

5.3 Escalation

- **Parental Involvement:** If challenging behaviour persists, parents/carers will be informed, and a meeting may be arranged to discuss strategies for improvement.
- **Referral to Management:** Serious or persistent behaviour issues will be referred to the management team for further action, which may include a formal behaviour contract or, in extreme cases, suspension or exclusion from the setting.

6. Bullying and Harassment

- **Zero Tolerance:** Bullying and harassment in any form will not be tolerated. This includes physical, verbal, emotional, or cyberbullying.
- **Reporting:** Any incidents of bullying must be reported to staff immediately. Staff will investigate all reports thoroughly and take appropriate action to protect the victim and address the behaviour of the perpetrator.
- **Support:** Both the victim and the perpetrator will be supported by staff, with the aim of resolving the situation and preventing future incidents.

7. Monitoring and Review

This behaviour policy will be regularly reviewed and updated as necessary to ensure its effectiveness. Feedback from staff, children, and parents/carers will be considered during the review process.

Next Review Date: September 2025

Policy Reviewed By: Nick McGowan