

Behaviour Management Policy

Monitoring & Review

The policy will be reviewed annually. All individuals in a position of trust should have access to this policy and sign to the effect that they have read and understood its contents.

Review Date	Changes Made	By Whom	Approved by
May 2023	Annual update	E J GREIG	
November 2023	6 month review	E J GREIG	
May 2024	Annual update and action plan review		

Encouraging Positive Behaviour

Body Politic recognises the importance of positive and effective behaviour management strategies in promoting children and young people's personal and social development through dance.

We are clear that the aim of positive behaviour management is not to punish or to keep children and young people 'under control' but to help them to learn how to behave appropriately.

Our role as dance educators is to support children and young people to develop self-confidence, transferable skills, and enjoy dance. We will be doing them no favours if we accept behaviour within the dance training setting that would bring them into conflict with others and potentially place them in danger.

That being said our work encourages young people to explore their thoughts, feelings and behaviours at a time in their lives that is often fraught with issues and anxiety. It can be tough being a teenager. Therefore, we have to work hard to strike a balance between encouraging exploration and establishing clear boundaries.

The objectives of this Behaviour Management Policy are to help young people to:

- Develop a sense of caring and respect for one another and themselves
- Build co-operative relationships with other young people and staff
- Develop the skills, knowledge and capabilities to behave appropriately and make positive choices.

We require all Body Politic employees, freelancers, and volunteers to provide a positive model of behaviour by:

- treating children, young people, parents/carers and one another with respect, friendliness, care and courtesy. Physical, emotional or verbal abuse will not be tolerated.

Types of negative behaviour

We know that, unfortunately, many children and young people have had a poor experience of relationships with adults and may have had to deal with (or still be dealing with) neglect, rejection, disruption and worse. These experiences will have left them anxious and mistrustful about adults which can lead to them 'testing out' staff with challenging behaviour.

They may be, for example: Testing a potentially risky investment in a new relationship with a dance educator; Trying to retain some measure of emotional distance; Seeking to retain power and control.



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When we do intervene with young people because of their behaviour we must do so in a way that clearly differentiates between disapproval of the behaviour from disapproval of the young people themselves.

Types of negative behaviour

When confronted with negative behaviour it is helpful to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour.

'Disengaged' behaviour may indicate that a young person is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a young person in purposeful activity.

'Disruptive' behaviour describes a young person whose behaviour prevents other young people from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them.

'Unacceptable' behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of property or equipment. Staff will be clear that consequences will follow from such behaviour, including in the first instance, temporarily removing a young person from the session.

It should not be assumed that young people know instinctively how to behave in acceptable ways or understand general expectations of behaviour. They may never have learned or been helped to control their behaviour or to understand the benefits of self-control. Young people need to be helped to express their emotions positively and to be understood.

Establishing the limits of acceptable behaviour

Children and young people need clear boundaries and to know what is expected of them. Body Politic Dance Educators will manage behaviour according to clear, consistent and positive strategies. Parents, carers and other professionals involved with a young person are encouraged to contribute to these strategies, raising any concerns or suggestions.

Body Politic Dance Educators are responsible for "setting the tone" and working towards ensuring that we have a happy, productive and supportive environment:

- Dance Educators will design sessions that are varied and well planned so that young people are not easily bored or distracted.
- Management and staff should be honest about any non-negotiable issues such as offensive language, drugs and alcohol, and violent behaviour.
- Staff will make every effort to notice positive behaviour and will reinforce it with praise and encouragement.
- Negative behaviour will be challenged. Staff will have an informal conversation with the young person. They will communicate in a clear, calm and assertive manner and avoid shouting. At all times, children/ young people



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will have explained to them the potential consequences of their actions.

The process for dealing with unacceptable behaviour is as follows:

- In the first instance, staff will point out the negative behaviour they have witnessed, explain the reasons why it is not appropriate and try to get the young person to agree on a more positive response going forward.
- If the young person continues to misbehave they will be given a choice. They will be told that their behaviour must meet the ground rules or they will be asked to leave/ parent or carer will be called.
- Young people will always be given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to rejoin the activity.
- Staff will encourage and facilitate restorative approaches between young people to try to resolve conflicts by discussion and negotiation.
- Staff will try to discuss concerns with parents/carers where appropriate at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour and share strategies for dealing with it.