

### **Seirbhís Iarscoil Manging Behaviour Including Managing Challenging Behaviour Policy**

Comharchumann Forbartha an Leith Triúigh have updated their policies regarding the operation of the Afterschool Service. The following Manging Behaviour Including Managing Challenging Behaviour Policy is available for review on our website [www.cflt.ie](http://www.cflt.ie) and at Halla le Chéile.

This policy has been compiled in order to determine the procedures used to identify, respond and manage bullying in the Afterschool service.

Children should always be praised for behaving in a positive way, instead of all the attention being given to the unwanted behaviour. Staff will study the information she/he has gathered from close observation and will take the necessary steps to avail of the best help/support for the child to enable him/her to reach his/her full potential. The basic aim of this policy is to encourage positive behaviour and the development of self-control in the child through:

- Praising and promoting the child's good behaviour and self-respect. Not devaluing nor belittling any child in the Afterschool Service.
- Use of simple rules and consistency in applying those rules.
- Using the behaviour of adults/ staff as an example to the child.

The Afterschool Service aim to encourage:

- Self-control and self-discipline.
- A child's acceptance and responsibility for his/her own behaviour. Respect for the views and rights of other children and staff.
- A co-operative atmosphere free from bullying.

#### **Behaviour which is not acceptable:**

- Sending children out of the room.
- Using techniques that single out and humiliate children.
- Shouting or raising of the voice in an appropriate way.

- Physical restraint, for example holding, will not be used unless it is required to prevent injury to the child or other children, staff or property. In cases where it is used, the incident will be recorded and the parent/carer informed the same day.

### **Conflict resolution steps:**

- Approach calmly, stopping any hurtful actions. Place yourself between the children, on their level: use a calm voice and gentle touch: remain neutral rather than take sides.
- Acknowledge children's feeling, Say something simple such as "You look really upset"; let children know you need to hold any object in question.
- Gather information. Ask "What's the problem?" Do not ask "why" questions as young children focus on what the problem is rather than understanding the reasons behind it.
- Restate the problem. "So the problem is...." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones (such a "stupid") if needed.
- Ask for solutions and choose one together, Ask "What can we do to solve this problem?" Encourage children to think of a solution, but offer options if the children are unable to at first.
- Be prepared to give follow-up support. Acknowledge children's accomplishments, e.g. "You solved the problem!" Stay nearby in case anyone is not happy with the solution and the process needs repeating.
- Adults respect child's ideas for solving problems, even if the option they offer don't seem fair to adults. What's important is that children agree on the solution and see themselves as competent problem-solvers.

### **Strategies to encourage positive behaviour**

- Engage in problem solving every day and avoid labelling children.
- Recognise all the important skills children are mastering through problem solving, and be patiently persistent.
- Help children learn how to be friends.

- Balance limit-setting interactions by following up with several positive interactions:
  - Set limits clearly and positively
  - After limit-setting, engage with the child in three or four positive interactions.
  - Be a positive role model and keep your voice calm

### **Schedules, routines and transitions**

- Schedules, routines and transitions serve as a framework from which children gain trust, security and order. These are always flexible, with as few transitions as possible, but they provide clear guidelines about what is expected.
- Any changes to the scheduling within the timetable will be clearly communicated to the children (and their families where necessary), along with clear reasons for the change (see Transitions Policy).

### **Recording of Incidents**

Incidents and the records are kept of significant incidents to include:

- a) The child's name
- b) Time and location of the incident
- c) Events leading up to the incident
- d) The nature of the incident
- e) Others involved
- f) Witnesses
- g) How the situation was handled
- h) Whether restraint was used, what form of restraint and the reason for it
- i) Consequences
- j) Parents/guardians signature/s.

Questions to be asked when responding to challenging behaviour include:

- a) What happened?
- b) What were you thinking at the time?
- c) What have your thoughts been since?
- d) Who has been affected by what you did?
- e) In what way have they been affected?
- f) What do you think needs to happen next?

Questions to be asked when responding to those harmed include:

- a) What happened?
- b) What were you thinking at the time?

- c) What have your thoughts been since?
- d) How has this affected you / others?
- e) What has been the hardest thing for you?

### **Cyber bullying**

Cyber bullying involves using the Internet or mobile phones to send hurtful messages or posting information to damage people's reputation and friendships. Cyber bullying is similar to other types of bullying, except that it takes place online and through text messages sent to mobile phones. Cyber bullies can be classmates, online acquaintances, and even anonymous users, but most often they do know their victims. Preventing cyber bullying in our school The Acceptable Use Policy (AUP) ensures the following;

- a) Supervision is always in place when Children are online.
- b) Websites are previewed and evaluated.
- c) Firewalls and filters have been installed in all computers and these are regularly updated.
- d) Children's internet usage will be monitored by checking user files, temporary files and history files.
- e) Students do not have access social networking sites such as Facebook and Twitter.

### **Holding or restraining a child to prevent harm**

The purpose of this intervention can only be to prevent injury to the child, another child or to an adult, or to prevent serious damage to property. Physical holding as prevention must only be used:

- a) To prevent injury to the child or other children
- b) To prevent an accident

Regardless of age, physical restraint must only ever be used for immediate safety reasons, with the minimum force and for the minimum amount of time. The following steps will also be completed;

- A detailed incident record will be completed
- Parents/guardians to be advised;

### **Leaving the service unaccompanied**

If a child leaves the service unaccompanied, if and without authorisation, the Service Manager, the Childs parents and the Garda's will be notify straight away.

### **Training**

Staff will be provided with training on how to identify, respond and manage bullying in the Afterschool service. Staff have been trained and certified in the holding or restraining a child to prevent harm method