

## **Managing Behaviour Policy Muin After-School**

Our behaviour policy at muin is specific to school age children attending our after school service (4-10 year old), we also include a policy on staff behaviour. We will ensure our environment is a safe and happy place for all children. We maintain an emphasis on being polite, considerate and co-operative, respecting each other and the property and equipment onsite. Our behaviour management procedures are in line with the behaviour management procedures in place at the after school. We will consult with staff, families and children so that our policy and procedures reflect the specific and cultural needs of children attending this service. Children will be encouraged to take responsibility for their behaviour through offering choices and implementing natural and logical consequences, including if necessary the involvement of parents. If we experience behavioural problems with a child, the parent will be contacted and consulted regarding behaviour.

We do not allow bullying of any sort, if we see visible signs of bullying in our service or bullying is highlighted by a child or parent to us we take this information in great concern but also in confidence we then will then take certain measures to ensure we resolve the issue, by addressing bullying behaviour with children through talking about ourselves and our feelings, stories and role playing. We will highlight what behaviours unacceptable and how we should treat our friends and family. Here at Muin we want to ensure the environment and atmosphere is safe, comfortable and appropriate for all children to be happy and enjoy their experiences here. If bullying behaviour persists we will address with necessary action and speak to parents of children involved and then look at other options we could do to stop bullying behaviour.

### **Here at Muin after school we don't allow any of the following practices:**

- Use of corporal punishment
- Use of threat-of, any practices that are disrespectful, exploitive, intimidation, isolation, emotional and / or physical harm to the child/children or neglecting any child.
- Bullying of any form
- Restraint of children by unprovoked method

### **Staff Behaviour Policy at Muin after school:**

Staff behaviour to all children is extremely important here at Muin after school, if for any reason that any staff member's behaviour is resulting in a negative experience for any of the child/children attending Muin, the after school manager will address the situation professionally and ensure this behaviour does not continue.

Any form of ill/abusive/neglectful and or sexual behaviour is not tolerated by any means. We recognise that implementation is an ongoing process.

Our service is committed to the implementation of this Child Safeguarding Statement and the accompanying child safeguarding policies and procedures that support our intention to keep children safe from harm while availing of our services.

This Statement will be reviewed annually as soon as practicable after there has been a material change in any matter to which the statement refers. This statement and policy is available to all parents/staff (guardians and caregivers) and is displayed in a prominent place on the premises. It has been provided to all staff, volunteers and any other persons involved with the service. It is readily accessible to parents and guardians upon request. A copy of this Statement will be made available to Tusla and members of the public if requested

### **Procedure for supporting positive behaviour, positive practice:**

- Staff will be the role model of positive behaviour and how staff speak and interact with the children is a key part of their role.
- Taking into account children's age and developmental stage.
- Role modeling will include: Explaining feelings, using a calm tone of voice, getting down to a child's level, giving choice to the children, using language to help children understand positive decisions, waiting and checking for the child's understanding
- We have a procedure in which we monitor and record any incidents or issues in relation to supporting children with managing their own behaviour.
- In cases where supporting children's behaviour becomes a bigger issue than our policies and procedures can manage we will consult parents and with other professionals.
- Children's efforts, achievements and feelings will be acknowledged by sincere encouragement leading to growth in self esteem and self-discipline
- All rules will be kept clear and simple (age appropriate)
- Staff will always comfort an upset child/children.
- Children will be able to move from activities which don't hold their interest, they will have time to use the outdoor space.
- We will discuss different feeling and emotions so children can feel safe and comfortable to come to the teachers with issues

### **Rules and Expectation Policy:**

Behaviour and Good Manners/Safety and Security Rules:

Show respect to peers, teachers and other adults

Children must help each other

Children must listen to peers and teachers

Children must share

Children are not permitted to use offensive language

Children are not permitted to physically harm peers or teachers

Children are not permitted to damage any property within the setting

Safety rules must be obeyed

No interference of fire extinguishers

Follow instructions for emergency evacuations

Children are not permitted to leave the premises unless parent/guardian has come to pick them up

If you feel ill please highlight to the teacher and appropriate action can be taken

Children are not allowed to leave the classroom unless the teacher has given permission (children ask the teacher to use the bathroom)

Children are not permitted to bring dangerous objects to the setting such as knives, lasers or laser pens and items of value

Children are responsible for any property brought in school bags to the setting

Children must sit at the table for lunch (at this time children are not permitted to be moving the classroom to avoid any dangerous such as choking or being injured)

Children are not permitted to climb any property indoor or outdoor while on the premises

Children are to take all rubbish home to help keep the school tidy and free from litter

Children are asked to respect the school property and materials that they may use during their time at afterschool

If property is damaged continuously by one individual then the parents will have to replace any damaged property.

Devices such as mobiles, ipads and computers are not permitted unless the teacher has given permission.

Teachers will explain all rules to children and they will be displayed in the classroom in a child friendly format as precaution, parents will be given the full policy upon registration and the rules of the after school are highlighted. Full policy is also communicated to all staff working within the after school.

### **Cyber Bullying Policy:**

The aims of this policy are to provide background information on cyber bullying which forms the basis of information provided to parents and students which will ensure that pupils, staff and parents understand what cyber bullying is and how it can be combated.

To outline the practices and procedures to be used by the school to prevent and control cyber bullying and to ensure that reported incidents of cyberbullying are dealt with effectively and in a timely manner Background information on cyberbullying

Definition of bullying “Bullying is intentional negative behaviour that typically occurs with some repetitiveness and is directed against a person who has difficulty defending himself or herself”

What is cyber-bullying?

Cyber bullying can be defined by the definition of bullying above that occurs over the internet or via mobile phone. Cyber bullying can take many forms which include:

- Text messages – can be threatening or cause discomfort.
- Picture/video-clips via mobile phone cameras – images sent to others to make the victim feel threatened or embarrassed.
- Mobile phone calls – silent calls, abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
- Emails – threatening or bullying emails, often sent using a pseudonym or somebody else's name.
- Chat room bullying – menacing or upsetting responses to children or young people when they are in a web-based chat room.
- Instant messaging (IM) – unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger), Yahoo Chat or similar tools.
- Bullying via websites – use of defamatory blogs (web logs), personal websites and online personal 'own web space' sites such as YouTube, Facebook, Snapchat, or any such site that may be developed in the future. Game consoles which have internet access and internet gaming opportunities to connect with other users are also a channel which can be misused and abused.

### **Our advice to parents on prevention and control of cyber bullying:**

Mobile devices are not usually allowed in school premises, it is our experience that cyber bullying usually occurs outside of school premises and school hours.

Therefore, it is strongly recommended that in order to prevent or curb cyber bullying,

### **Muin After School recommends that parents should seek to ensure the following:**

Children should not have access to the Internet on a phone, computer or any device which cannot be in full view in the home and in particular children, should not have unsupervised access to these devices in their bedrooms.

Parents should become aware of cyberbullying.

No primary school child should have access at any time to Facebook, Bebo or any such social media site which is used by adults.

Parents should be aware of and monitor all of their children's activity online.

If a parent becomes aware that their child is being bullied via online routes by another child within the Muin After School, we strongly advise that parents do not approach other parents but instead bring the matter to the attention of the school.

Our advice to pupils on prevention and control of cyber bullying will be provided to all children in

Muin After School.

**If you are being bullied by phone or the Internet:**

**Remember, bullying is never your fault, but it is something over which you can have an influence.**

**It can be stopped and it can usually be traced.**

Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line (e.g. Childline).

Never give out your personal details online.

Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.

If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender

There are plenty of online resources advising on how to react to cyberbullying  
e.g. <https://antibullyingcentre.ie/>

### **Managing Conflict Policy**

Muin after school acknowledges all conflict between children and children but also if conflict arises between staff and children. In our approach to dealing with conflicts within our service, we take the following steps to ensure conflicts are resolved appropriately and effectively, please see our complaints policy for further information regarding steps taken when conflict is not resolved.

Communication

Approach

Observation

Environment

Communication is an essential step to resolving conflict, whether it is amongst the children themselves, or afterschool staff. (It is the manager's job to resolve conflict between staff and a child and staff and other after school staff member)

Approach it is always important to approach conflict with care and consideration for all children/staff, everyone's feelings are important and vital that all are acknowledged and treated with consideration, this might relieve some tension in the conflict and may settle the issue

Observation is crucial and can be key to avoiding and resolving conflict in day care centers

Environment, Strategically placing equipment in different places throughout the facility can make it much simpler for the day care provider to remove a contentious child from a conflict and mediate it.

## **CyberBullying Prevention Management Policy at Muin After School**

Our policy is to minimise opportunities within the after school premises for cyberbullying. The children in Muin After School are not permitted to have a mobile phone/ipad switched on while on the school premises and grounds.

Children will learn about cyberbullying through:

- Discussions and answering questions
- The issue being raised regularly (once a month)
- Posters and leaflets which will be displayed throughout the after school.

Our policy is to ensure that all reports of cyberbullying are investigated, recorded, and stored in the office and monitored regularly. The Anti-bullying Policy of Muin After School shall apply to this policy also. Staff, pupils and parents will be urged to report any incident of cyber bullying to the after school manager.

All reports of cyber bullying will be investigated, recorded, stored in the office and monitored regularly.

Incidents of cyber bullying in relation to any member of staff will be taken very seriously, up to and including suspension and expulsion in extreme cases.

The Gardaí/Social Services will be contacted in cases of actual or suspected illegal content.

This policy will be reviewed annually, an updated policy will always be given to every parent to ensure the issues are communicated and understood.

### **Missing Child Policy:**

Missing Definition: When a child's whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of a crime or at risk of harm to themselves or another.

Is the child at significant risk?

A child missing during after school service hours incident would be prioritised as significant risk' where:

The risk posed is immediate and there are substantial grounds for believing that the child/young person is in danger through their own vulnerability.

### **Vulnerability characteristics may include:**

Children on a plan (Early Help, Child in Need, Looked After or Child Protection Plan)

A disability and/or special educational needs  
Substance misuse  
Education health care plan

The risk posed is immediate and there are substantial grounds for believing that the public is in danger.

There are indications that the child/young person has already come to harm (CSE, grooming, radicalisation etc.) Other contributory factors should be taken into consideration when determining if the pupil is at significant risk, for example;

Have there been past concerns about this child and family which together with the sudden disappearance are worrying?

Is there any known history of drug or alcohol dependency within the family?

Is there any known history of domestic violence?

Is there concern about the parent/carer's ability to protect the child from harm?

Is this very sudden and unexpected behaviour?

Have there been any past concerns about the child associating with significantly older young people or adults?

Was there any significant incident prior to the child's unexplained absence?

Has the child been a victim of bullying?

Are there health reasons to believe that the child is at risk? e.g. does the child need essential medication or health care?

Was the child noted to be depressed prior to the child's unexplained absence?

Are there religious or cultural reasons to believe that the child is at risk? e.g. rites of passage, female genital mutilation or forced marriage planned for the child?

### **Missing Child Procedure Muin After School:**

Once a child is identified as missing by any member of school staff, the Designated Safeguarding Lead will be informed.

Staff will use professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the pupils' whereabouts before notifying the Garda an Siochanna.

Timeliness will be on a case by case basis. Designated Safeguarding Leader Donna O Keeney will, together with the after school manager and staff, assess the child's vulnerability.

After school staff will try to locate the child and try to establish the whereabouts of them. School

staff will contact home and try to contact the pupil via their mobile telephone if known. Notifying the Guards

The information required by the Guards to assist in locating and returning the pupil to a safe environment is as follows:

The child's name/s; date of birth; status (for example looked after child)  
responsible authority

Where and when they went missing

Previous missing episodes and where they went

- · Who, if anyone, they went missing with;
- · What the child was wearing plus any belongings they had with them such as bags, phone etc.; include mobile number.
- · Description and recent photo
- · Medical history, if relevant;
- · Time and location last seen

Circumstances or events around going missing with relevant safeguarding information;

- Details of family, friends and associates:
- Contact details of safeguarding lead if it was after school hours.

Whilst the search is ongoing, the after school manager/staff will continue to liaise with the guards and act in accordance with police instructions.

Option 1 – if the child returns before the guards have arrived then the Guards must be informed and the after school procedures need to be followed.

Option 2 - if the child returns to school of their own volition, then the Guards must be informed and after school procedures need to be followed.

Option 3 - if the guards locate the child and bring them back to the school the Guards will conduct the safe and well interview and the school will follow After school procedure.

Where a child has a known risk of being missing, a risk assessment for the pupil will be written and put into place.

In the event staff/teachers have to intervene physically to prevent injury to the child or others  
This measure is only used as a last resort and done carefully

## **Policy for Challenging Behaviour and Physical Intervention**

Muin After School recognises that there is a need to intervene when there is an obvious risk of safety to its children, staff and property. Muin After School is committed to ensuring that all staff and adults with responsibility for all the children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort, in the interest of safety for others and it will be in the context of a respectful, supportive relationship with the child.

We will always aim to ensure minimal risk of injury to children and staff.

This policy applies to all staff who are authorised to use physical intervention. Our approach to best practice The best practice regarding physical intervention outlined below should be considered alongside other relevant policies in the after school, specifically those policies involving behaviour, bullying and health and safety.

In the following situations staff must judge whether or not physical intervention would be reasonable or appropriate:

- Risk to the safety of staff, children or visitors; or
- Where there is a risk of serious damage to property; or
- Where a child's behaviour is seriously prejudicial to good order and discipline; or
- Where a child is committing a criminal offence.

This judgement will take into account the circumstances of the incident.

All staff at Muin After School will be made aware by the after school manager that the use of physical intervention in response to a clear or developing danger of injury will always be more justifiable than the use of force to prevent damage or misbehaviour.

Staff will view physical intervention or restraint of a child as a last resort to maintaining a safe environment.

If children are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation.

Staff will understand the importance of listening to and respecting children to create an

environment which is generally calm and supportive especially when dealing with pupils who may have emotional and behavioural needs which may increase their despair and aggression.

All staff will understand the importance of responding to the feelings of the child, which lie beneath the behaviour as well as to the behaviour itself.

### **Our Practice for Challenging Behaviour (Specific Incidents):**

Staff intervening with children will seek assistance from other members of staff at as early a stage as possible since single-handed intervention increases the risks of injury to both parties and does not provide a witness. All staff who become aware that another member of staff is intervening physically with a child will have a responsibility to provide a presence, and to offer support and assistance should this be required. Before intervening in a non-emergency, consideration will be given to whether or not other staff are available to assist.

Where possible, staff who have not been involved in the initial confrontation leading up to an incident, may be in a better position to intervene or restrain the child if this proves necessary. A child's behaviour may be adversely affected by the presence of an audience. Wherever possible, all other children will be removed from the area, or if this is not possible, the child will be removed from the audience. The child and member(s) of staff will withdraw to a quiet, but not completely private, place (e.g. two members of staff should be present or a door left open so that others are aware of the situation). Staff will be aware of the need to tell the child being restrained, in a calm and gentle manner that the reason for the intervention is to keep the child and others safe. Staff will explain that as soon as the child calms down, she/he will be released.

All staff are aware that we operate a back-up system to enable staff to call for help in emergencies. Physical Intervention/Restraint Approaches which can be regarded as reasonable in appropriate circumstances.

The following approaches are regarded as reasonable in appropriate circumstances: Holding for security and to reduce anxiety, where there is potential risk, even if the child is not yet out of control. This is best used when the child is anxious or confused. Its purpose is to defuse or prevent escalation.

Staff should take care that their actions should in no way be capable of being interpreted by the pupil as aggression.

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### **Physically interposing between children:**

- Blocking a child's path
  - Pushing if restricted to situations where reasonable force is used to resist a child's movement, rather than a forceful push that might cause the child to fall over
  - Pulling
  - Leading a child by the hand or arm
  - Shepherding a child away by placing a hand in the centre of the back
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- In extreme cases using restrictive holds, holds are to be avoided except for the most extreme circumstances. The following holds should not generally be used other than in the most extreme emergency. This is when emergency action is needed to prevent the risk of serious injury or loss of life (e.g. to prevent a child running into a busy road or to stop an extremely violent assault on one child by another child).
  - Holding a child around the neck, or by the collar, or in any other way that might restrict a child's ability to breathe
  - Slapping, punching or kicking a child
  - Twisting or forcing limbs against a joint
  - Tripping a child
  - Holding a child by the hair or ear
  - Holding a child face down on the ground

All incidents that result in non-routine interventions will be recorded in detail.

Contemporaneous notes (i.e. written within 24 hours of the incident's occurrence) will be made by the staff member involved in the original incident.

Similarly, contemporaneous notes will also be made by any other members of staff involved (i.e. as witnesses or additional providers of support).

The notes will be signed and dated. The notes will contain the following information:

- The name(s) and the job title(s) of the member(s) of staff who used reasonable force
- The name(s) of the child(s) involved
- When and where the incident took place
- Names of staff and child/children who witnessed the incident
- The reason that force was necessary
- The progress of the incident.

**Progress of the Incident includes the following:**

Include details of Behaviour of the child which led up to the incident.

Any attempts to resolve the situation.

What was said by the after school staff and child.

The degree of force used

How it was applied

How long it was used for

The child's response and the eventual outcome

Details of any injuries suffered by either staff or children

Details of any damage to property

Details of any medical treatment required (an accident form will be completed)

Details of any follow-up, including contact with the parents/carers of the child/children involved

**Individual Behaviour Plan will need to be recorded as follows:**

Name of child

Date

Name of member of staff who intervened

Name of any witnesses

Brief description of the reason for intervention

Brief description of action taken

Details of any follow up with parents Debriefing Arrangements

The child and the member of staff will be checked for any sign of injury after an incident.

**First aid will be administered to anyone who requires it.** The child will be given time to become calm while staff continue to supervise her/him. When the child regains complete composure, a senior member of staff (or her/his nominee) will discuss the incident with the pupil and try to ascertain the reason for its occurrence. The child will be given an opportunity to explain things from her/his point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the child on the same day as the incident occurred, the

debrief will take place as soon as possible after the child returns to school. All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. The after school manager (Elizabeth Lisa Walsh) will provide support to the member of staff involved.

Authorisation of staff to use physical intervention We recognise that most of the time physical intervention will be used infrequently, that is, as a last resort to maintaining a safe environment.

**Arrangements for Informing Parents Parents will be informed of Muin After school's policy regarding physical intervention in the following ways:**

At the outset of the introduction of this policy, all parents/carers will be informed about the policy. Staff who work with particular children who have learning or physical disabilities (and who have Individual Education Plans, Individual Behaviour Plans) may need to use specific techniques routinely to manage challenging behaviour. Such arrangements will be discussed with parents/carers in advance on an individual basis. All interventions will be routinely recorded. Parents will be informed after a non-routine incident where physical intervention is used with their child.

**The manager of the after school service will ensure to update all staff regarding knowledge and training on behaviour management, all staff working in muin after school will follow the policy, procedure and rules of the after school service.**

**Muin After School managing behaviour policy will be revised annually, signed by the after school manager, a copy of this policy is available in the service and parents/guardians/caregivers will receive a copy once the child/children is registered with the service.**