



Behaviour Policy/Code of Conduct

Aim and Expectations of Coaches

- To ensure and promote positive behaviour
- To treat all with mutual respect, trust and fairly
- To make all feel valued
- To be a positive role model to all that you work with
- To support all around to ensure the environment is happy, safe and secure
- To see discipline as a positive and motivating factor that encourages children to care for themselves and others
- To reward good behaviour
- To encourage good, positive and correct decision making
- To encourage correct behaviour by getting the child to reflect on how their behaviour is affecting their learning and the learning of others
- Through sessions teach values and attitudes as well as developing knowledge and skills in order to promote responsible behaviour, self-discipline and respect
- Show pupils the consequences of their actions and choices
- To develop and demonstrate positive attitudes and abilities at all times
- To be aware of all individual needs, to act in the fairest way
- To prioritise the safety of others and minimise disruption and self-discipline
- Uphold the school policies

Positive Approach

- Reward positive behaviour consistently
- Praising and a system of rewards can change behaviour more than using blame and punishment
- Positive systems of rewards increase children's self-esteem, so they achieve more
- Celebrate success to have a positive impact on a group or individual
- Reinforcing good behaviour helps children feel good

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Rewards (methods)

- Verbal praise
- Positive body language ie smiling, high fives
- Use of trophies, stickers, stamps
- Using the schools reward systems ie house, class points
- Sharing success with group, teacher or Head Teacher
- Special responsibility jobs
- Verbal or written praise to parents
- Gold Card
- Athlete of the week/month
- Prizes ie water bottle, football, T-shirt
- End of season presentation
- Reward Sessions

Rules of Sanctions

- **Never** chastise a pupil either physically or by humiliation
- **Intervene** in a situation in a calm manner and stop the immediate behaviour
- **Assess** what has occurred and the severity of the behaviour
- **Decide** what sanction suitably fits the offence
- **Report** the incident depending on the severity to the teacher, Headteacher or Parents
- **Log** any behaviour issues if it is persistent so a long term plan can be formed

Sanction Procedure

- Verbal reprimand: stating why they are being reprimanded and stating expectations
- First Warning: getting them to accept responsibility for their actions and explaining consequences
- Final Warning and time out to reflect and make a decision on how they wish to proceed giving them a choice, no longer than 2-5mins
- Exclusion from the session, depending on the severity of the incident the child is placed away from the group but in sight of the coach or sent into the teacher or Head teacher
- Log all Final Warnings so a record can be kept, to demonstrate any persistent disruptive behaviour

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Physical Intervention

- In extreme situations staff may have to use physical intervention to protect other children, property or from the child themselves
- The minimal amount of restraint should be used at all times
- The use of 'Positive Touch' is recommended.

Positive touch is expressed through the modalities of gentle human **touch** as a well-tolerated sensory experience, and by infant massage, defined as systematic tactile stimulation by human hands. **Positive touch** does not become associated with discomfort or pain.

- Control means either passive physical contact such as standing between pupils or blocking a pupil's pathway or active physical contact such as leading a pupil by the arm away from an incident
- Restraint means to hold back physically or to bring a pupil under control. This should be used in extreme cases eg when 2 pupils or a group are fighting and refuse to separate without physical intervention
- Examples of situations where reasonable force may be needed:
 - To remove disruptive children from an area when they refuse to follow an instruction that could result in a danger to themselves or others
 - To prevent a pupil from leaving the area or premises which would risk their safety or the safety of others
 - To prevent a pupil from attacking another pupil or member of staff or to stop a fight between pupils
 - To restrain a pupil who is at the risk of harming themselves

This policy is adopted by Complete Coaching Associates Ltd			
Date	01.09.25	To be reviewed	01.09.26
 Kris Hatton Director		 Katie Mawer Director	