



WARMINSTER & DISTRICT AMATEUR SWIMMING CLUB

Managing challenging behaviour

Individuals who deliver sports activities to children may, on occasions, be required to deal with a child's challenging behaviour.

These guidelines aim to promote good practice and to encourage a proactive response to support children to manage their own behaviour. The guidelines suggest some strategies and sanctions which can be used, and also identify unacceptable sanctions or interventions, which must never be used by any individual.

The guidelines will also include the views and suggestions of children.

These guidelines are based on the following principles:

- The welfare of the child is the paramount consideration.
- All those involved in activities (including children, coaches/volunteers and parents/carers) should be given clear guidelines about required standards of conduct, and the organisation's process for responding to behaviour that is deemed unacceptable.
- Children must never be subjected to any form of treatment that is harmful, abusive, humiliating or degrading.
- Some children exhibit challenging behaviour as a result of specific circumstances, e.g. a medical or psychological condition, and coaches may therefore require specific or additional guidance. These and any other specific needs the child may have should be discussed with parents/carers and the child in planning for the activity, to ensure that an appropriate approach is agreed, and additional support provided where necessary, e.g. Children's Services.
- Sport can make a significant contribution to improving the life experience and outcomes for all children and young people. Every child should be supported to participate and only in exceptional circumstances, where the safety of a child or of other children cannot

be maintained, should a child be excluded from activities.

Planning activities Good coaching practice requires planning sessions around the group as a whole but also involves taking into consideration the needs of each individual within that group. As part of session planning, coaches should consider whether any members of the group have, presented previously or are likely to present, any difficulties in relation to the tasks involved, the other participants or the environment.

Where potential risks are identified, strategies to manage those risks should be agreed in advance of the session, event or activity. The planning should also identify the appropriate number of adults required to safely manage and support the session, including being able to adequately respond to any challenging behaviour and to safeguard other members of the group and the staff/volunteers involved.

When children are identified as having additional needs or behaviours that are likely to require additional supervision, specialist expertise or support, this should be discussed with parents/ carers and the young person, where appropriate. The organisation should seek to work in partnership with parents/carers, and where necessary, external agencies, to ensure that a child or young person can be supported to participate safely.

Agreeing acceptable and unacceptable behaviours Staff, volunteers, children, young people and parents/carers should be involved in developing an agreed statement of what constitutes acceptable and unacceptable behaviour (code of conduct) and the range of sanctions which may be applied in response to unacceptable behaviour. This can be done at the start of the season, in advance of a trip away from home or as part of a welcome session at a residential camp.



WARMINSTER & DISTRICT AMATEUR SWIMMING CLUB

Issues of behaviour and control should regularly be discussed with staff, volunteers, parents and children in the context of rights and responsibilities. When children are specifically asked as a group to draw up a code of conduct that will govern their participation in activities, experience indicates that they tend to arrive at a very sensible and working set of 'rules' with greater 'buy-in' from participants than those simply imposed by adults within the organisation. If and when such a code is compiled, every member of the group can be asked to sign it, as can new members as they join.

Managing challenging behaviour In responding to challenging behaviour, the response should always be proportionate to the actions, be imposed as soon as is practical and be fully explained to the child and their parents/carers. In dealing with children who display negative or challenging behaviours, staff and volunteers might consider the following options:

- Time out – from the activity, group or individual work.
- Reparation – the act or process of making amends.
- Restitution – the act of giving something back.
- Behavioural reinforcement – rewards for good behaviour, consequences for negative behaviour.
- De-escalation of the situation – talking through with the child.
- Increased supervision by staff/volunteers.
- Use of individual 'contracts' or agreements for their future or continued participation.
- Sanctions or consequences, e.g. missing an outing.
- Seeking additional/specialist support through working in partnership with other agencies to ensure a child's needs are met appropriately, e.g. referral for support to Children's Services, discussion with the

child's key worker if they have one, speaking to the child's school about management strategies (all require parental consent unless the child is felt to be 'at risk' or 'in need of protection').

• Temporary or permanent exclusion. The following should never be permitted as a means of managing a child's behaviour:

- Physical punishment or the threat of such.
- Refusal to speak to or interact with the child.
- Being deprived of food, water, access to changing facilities or toilets or other essential facilities.
- Verbal intimidation, ridicule or humiliation. Staff and volunteers should review the needs of any child for whom sanctions are frequently necessary. This review should involve the child, parents/carers and, in some cases, others involved in supporting or providing services for the child and his/her family, to ensure an informed decision is made about the child's future or continued participation. As a last resort, if a child continues to present a high level of risk or danger to him or herself, or others, he or she may have to be suspended or barred from the group or club activities. Physical intervention. The use of physical intervention should always be avoided unless it is absolutely necessary to prevent a child injuring themselves or others, or causing serious damage to property. All forms of physical intervention should form part of a broader approach to the management of challenging behaviour.

Physical contact to prevent something happening should always be the result of conscious decision making and not an unplanned reaction. Before physically intervening, the member of staff or volunteer should ask themselves, 'Is this the only option in order to manage the situation and ensure safety?' It is good practice to ensure that if you have to physically intervene in a situation with a



WARMINSTER & DISTRICT AMATEUR SWIMMING CLUB

child/young person, it is in the least restrictive way necessary to prevent them from getting hurt, and used only after all other strategies have been exhausted. Studies have shown that, where this is the case, children and young people understand and accept the reasons for the intervention.

The following must always be considered:

- Contact should be avoided with buttocks, genitals and breasts. Staff/volunteers should never behave in a way which could be interpreted as sexual.
- Any form of physical intervention should achieve an outcome that is in the best interests of the child whose behaviour is of immediate concern.
- Staff/volunteers should consider the circumstances, e.g. the risks associated with employing physical intervention compared with the risks of not employing physical intervention.
- The scale and nature of physical intervention must always be proportionate to the behaviour of the young person and the nature of harm/ damage they might cause.
- All forms of physical intervention should employ only a reasonable amount of force, i.e. the minimum force needed to avert injury to a person or serious damage to property – applied for the shortest period of time.
- Staff/volunteers should never employ physical interventions which are deemed to present an unreasonable risk to children or themselves.
- Staff/volunteers should never use physical intervention as a form of punishment.
- Physical intervention should NOT involve inflicting pain.
- Where children are identified as having additional needs or behaviours that are likely to require physical intervention, this should be discussed with parents/carers and where necessary, the organisation will seek advice from or work in partnership

with external agencies (e.g. Children's Services) to ensure that a child or young person can be supported to participate safely. This may include asking for the provision of a suitably trained support worker/volunteer or accessing staff/volunteer training in physical intervention.

Any physical intervention used should be recorded as soon as possible after the incident by the staff/ volunteer(s) involved, by using the Incident Report Form and passing it to the welfare officer/ASA Child Safeguarding Team as soon as possible.

Views of the child It is clear from the accounts of children and young people that physical intervention provokes strong feelings. Children may be left physically or emotionally hurt. Even a child who hasn't directly been involved in the situation may be fearful that it will happen to them in future or have been upset by seeing what has happened to others.

A timely debrief, for the staff/volunteers, the child and the parents, should always take place following an incident where physical intervention has been used. This should include ensuring that the physical and emotional wellbeing of those involved has been addressed and ongoing support offered where necessary. Staff/volunteers, children and parents should be given an opportunity to talk about what happened in a calm and safe environment.

There should also be a discussion with the child and parents about the child's needs and continued safe participation in the group or activity.

It is important that staff and volunteers are made aware of and understand the organisation's guidance about managing challenging behaviour to ensure that they are aware of ways in which they may need to intervene and are clear about the guidance in this area.



WARMINSTER & DISTRICT AMATEUR SWIMMING CLUB

Conclusion In conclusion, all organisations that have a duty of care to children and young people should develop and implement policies and procedures on managing challenging behaviour, or consider incorporating this into their child protection policy. It should clearly set out the following:

- The standard of conduct expected from staff/ volunteers and participants.
- How the organisation will respond to unacceptable behaviours.
- How the organisation will respond to 'high risk' behaviours. This will give children and young people a clear message about when staff may need to get involved to stop a particular form of behaviour, and describe options to avoid confrontation through, for example, time out.
- The circumstances in which children will be restrained. A decision to restrain a child should be firmly based on the safety of the child or of others, and must **NEVER** be made as a punishment or to get children to comply with instructions.
- The guidance, information or any support and/or training available to staff/volunteers, particularly where they are supporting a child with recognised challenging behaviour to access the organisation's activities.
- The circumstances where external agencies will be contacted for support or in response to concerns, e.g. Children's Services or the police.
- What will happen after an incident? The organisation must have arrangements in place to check on the physical and emotional wellbeing of the child and staff, provide guidance on who should be informed and a system for recording and monitoring.

This briefing has been developed from Creating a Safe Environment in Sport, Scottish Governing Bodies Child Protection Guidelines (Sport Scotland/ Children 1st).

Kind permission to reproduce this document has been provided by the NSPCC/CPSU.