

Buntingford Cougars Youth Football Club Behaviour and Relationship Policy

Aims and Expectations

Buntingford Cougars Youth Football Club work hard to ensure that every member of the club feels valued and respected, and that each person is treated fairly and well. We are a caring community and our values are based on trust and respect for all. Buntingford Cougar's behaviour policy is therefore designed to support the way in which all members of our football community can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure and respected.

Buntingford Cougars Youth Football Club encourages positive, pro-social behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote pro-social behaviour, rather than merely deter anti-social behaviour.

We expect everyone in our footballing community (Coaches, Players, Parents, Coordinators and Committee members) to exhibit pro-social behaviour and values such as:

- Be respectful to each other
- Show Empathy
- Cooperation
- Build Independence
- Be gentle with all appropriate physical contact
- Be kind and helpful
- Look after the Club's and each other's property
- Inclusivity

Inclusion

At Buntingford Cougars we are committed to promoting appropriate healthy inclusion. Inclusion is not necessarily treating everyone the same but making sure that everyone in our community can have their needs met on a consistent individual basis. We recognise that all children are different and may need differing levels of support. Our behaviour and relationship policy aims to promote positive behaviour throughout the club however, for some children a more specific individual approach may be required to support behaviour and this can be discussed with parents, coaches and the CWO where appropriate.

Pro-social behaviour

Buntingford Cougars consider that they have a role not just to support children's football success but also to promote their physical, social, emotional and mental health development.

We understand that our life experiences have an enormous impact on how we feel and our behaviour.

Pro-social behaviour will be taught and developed through:

- Relationships- Having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment

- Role Modelling- Using words and actions that mirror the responses we are trying to encourage in children.
- Consistency- Working out the best way to support each individual child and ensure that approaches to that child are consistent.
- Positive Phrasing- Disempowering challenging behaviour by offering positive phrasing, limited choices and appropriate consequences but with limited language.
- Planning- making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise.
- Enrichment and positive reinforcement
- Comfort and forgiveness
- Kindness and understanding
- Responsibilities given
- Effective use of praise- either privately or publicly- coaches find time to congratulate children when they are behaving well

Coaches receive training through FA qualifications and also through Buntingford Cougars workshops in how to support children. Our Committee meets monthly, and coaches and parents are welcome to raise any concerns with the committee who will discuss and feedback.

Consequences

We will look at consequences as two areas. Area one is educational consequences that look at how we can learn and teach what is required to promote pro-social behaviour. The second area is protective consequences, where coaches may need to restrict the freedom or access a child has within game or coaching session to make sure they, and everyone in the age group is kept safe. This works alongside educational consequences to be able to restore the freedom or access to sessions.

We will always strive to use consequences based along a logical outcome to the anti-social or undesirable behaviour and we aim to never embarrass a child in front of their peers.

Examples of Educational Consequences:

- Role modelling/ practicing
- Completing related tasks
- Assisting in repairs (if a child has damaged property)
- Research
- Restorative activities

Examples of Protective Consequences:

- Being asked to sit out/ sent to sit with a parent for 5 mins to calm down/ self-regulate
- Needing to be escorted by a parent in certain activities
- Suspension from a game or training session
- Suspension from more than one games or training sessions

Consequences will always be discussed with parents and we welcome parents' input as to what consequences they find affective with an individual child. Parents may be invited for a meeting with one of the Child Welfare Officers and one of our Hertfordshire Steps trained coaches to discuss ways we can support a child and the coach to reach the most positive outcome. Our coaches are

volunteers, therefore we are not in a position to provide extra one-to-one for a child. If this level of support is required to make the sessions inclusive then we will expect a parent or guardian to offer this. The parent will need to have a DBS check which the club is willing to fund.

In addition to this, if a child is given a red card by a referee in a game then that child may not be allowed to play for a given number of games. This is external to the Club's policies and is decided by the League for which that child plays.

Responsibilities

The Executive Committee and the General Committee will:

- Monitor that the club's behaviour policy is implemented fairly and consistently and is regularly reviewed
- Will meet regularly to discuss any issues within the club and work together to promote a positive community
- Regularly evaluate the systems for promoting positive behaviour and for minimising/responding to unacceptable behaviour
- Provide training for coaches including in-house behaviour policies plus funding for FA qualifications
- Ensure that all coaches have an up-to-date DBS certificate and that for each team there is a coach trained in first aid and safeguarding.
- Act as a point of escalation where it is deemed necessary (Executive Committee/Child Welfare Officer)
- Work alongside parents to secure and promote positive behaviour

All Coaches will:

- Work in partnership with the club, parents, carers and children to promote positive behaviour.
- Model respectful behaviour in front of children
- Use positive language in front of the children
- Ensure advised provision is implemented consistently
- Reward and celebrate positive behaviour
- Communicate effectively with parents concerning their children's behaviour
- Praise and promote pro-social behaviours through positive feelings as a result of positive experiences
- Engage with the education opportunities provided by the club
- Seek advice from the club where necessary

All Parents/Carers will:

- Support the Club's behaviour policy principles, ethos and work in partnership should any challenges arise

- Model respectful behaviour in front of children at all times- this includes no swearing or abusive languages, being respectful to the coaches and to the referees and following any rules that may be in place in any designated venue.
- Praise and promote pro-social behaviours

All Children will:

- Respect one another, themselves and all adults
- Make pro-social behaviour choices
- Keep themselves and others safe in order to learn as best they can
- Agree to and sign the players Code of Conduct

If you have concerns round behaviour and SEN needs, firstly raise this with your child's coach. If you feel this matter needs further support please contact;

Lauren Hickey; Child Welfare Officer 07791408019

Kate McFayden; Assistant Child Welfare Officer and SEN Coordinator 07983484767

Sharon Hyland; Assistant Child Welfare Officer 07841602773