

Centrestage Productions

**YOUTH
THEATRE**

Document Reference Number:

CPYT/010

Behaviour Management Policy

Prepared by: Mike Mullen

Approved by: Trustees

Effective from: 18th July 2024

Date: 9th July 2024

Review date: July 2025

Behaviour Management Policy

At Centrestage Productions Youth Theatre (herein referred to as CPYT), our core principles for behaviour are that:

- All adults manage the behaviour and expectations of members. This ensures that all members have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.
- Everyone ensures the systematic and consistent management of behaviour by setting clear boundaries and following CPYT policy.
- The members feel safe and develop their ability to assess and manage risk appropriately and to keep themselves safe.
- A collegiate positive ethos within the organisation supports appropriate behaviours.
- Behaviour is seen as a form of communication and the underlying causes of inappropriate behaviour are investigated leading to an appropriate consequence or action.

Aims

- To respect individuals' rights and responsibilities.
- To value each member as an individual.
- To encourage members to think about and discuss moral issues openly so that they feel confident when expressing an opinion.
- To encourage members to develop qualities such as mutual respect and tolerance for one another.
- To understand that rules of behaviour are upheld to enable a positive environment for all.
- Members know the clearly stated boundaries of acceptable behaviour.
- Maintain good communication between CPYT and home in relation to behaviour.
- To understand that each member has differing needs and will react to others accordingly.

Rules, Values and Expectation of Behaviour

The 'Code of Conduct' (see Appendix 1) is a statement of core values agreed and approved by all stakeholders. The code encourages the use of the words; Respect and Rights when talking about behaviour.

Members will be reminded of the 'Code of Conduct' at the beginning of each term or project.

Class / Project Management

At the beginning of each academic year or at the start of each project, the Code of Conduct will be shared with members to remind them of values such as appreciating effort, respecting the viewpoint of others, encouraging positive working habits and appropriate behaviour.

This code will be signed by the member, the parent and a member of the Management Committee and will then be returned to the member.

Dealing With Conflicts

The use of positive language and consistent expectations of behaviour from all staff and/or volunteers keeps situations of conflict to a minimum. Positive behaviour is encouraged by praise and is recognised and highlighted to all members. Members are encouraged to resolve conflicts by listening respectfully to each other (Appendix 2 – The Restorative Approach).

Prejudice or Hate-Related Incidents

With due regard for the principles of the Equality Act 2010, we take all such incidents seriously. Parents are always informed if their children are involved and if appropriate actions may result under the Prevent Policy. Issues will be addressed immediately in sessions or rehearsals.

Sanctions

Sanctions are in place to deal with incidents of unacceptable behaviour in sessions or rehearsals.

Examples of unacceptable behaviour:

- Disruptive behaviour in sessions / rehearsals.
- Racial harassment – refer to the *Equal Opportunities Policy*.
- Anti-social behaviour Bullying, fighting, swearing, stealing etc.

Members are made aware of the distinction between minor and more serious misbehaviour and they are applied fairly and consistently. Most forms of misbehaviour are minor and therefore dealt with by the session leader / creative team. A warning precede any consequence. However, members who persist in misbehaviour frequently, will be referred to the Management Committee

Sanctions used at CPYT

- Verbal reprimands.
- Confiscation of inappropriate items.
- Temporary or permanent exclusion from the organisation.

Staff / Volunteers record details of serious behaviour incidents in using an Incident Report Form (Appendix 3). This is stored securely where each incident is dated, signed and any witness statements will be attached if necessary. Parents will be informed if their child is a part of this process.

Physical Intervention

Staff / Volunteers can intervene with any member to prevent members committing an offence injuring themselves or others or damaging property and to maintain good order and discipline.

Communication with Parents / Carers

Communication to parents / carers concerning the behaviour of their child should be held in a discreet manner and all information kept in confidence.

Malicious Accusations Against Staff / Volunteers

Members that are found to have made malicious allegations against staff / volunteers will have breached the aims and expectations of this policy. This will be taken very seriously and will incur an appropriate sanction in relation to the nature of the accusation. This may include exclusion from the organisation.

Disruptive Behaviour away from CPYT

The Management Committee has the power to regulate members behaviour whilst not physically at a CPYT session / event if this is reasonable. This includes disruptive / anti-social behaviour on their way to or from a CPYT session or rehearsal and for behaviour outside CPYT, not on CPYT business if there is a clear link between that behaviour and maintaining good behaviour and discipline amongst the members, or if it is deemed to be damaging to the reputation of CPYT.

Disruptive behaviour away from CPYT includes the inappropriate use of social media or other use of the internet (for example snapchat, whatsapp, facebook, skype, Instagram, tiktok, online gaming chat rooms etc) to cause harm, upset or bullying to groups or individuals (staff, volunteers or pupils) or to bring the organisation into disrepute.

Management of this policy

This policy will be published on our website and be publicised in writing to all members. This policy acknowledges our legal duties under the Equality Act 2010 and those in respect of Safeguarding and supporting members with additional needs.

Signed:

Chair

CPYT Code of Ethics

1. Listen to each other and act with respect at all times.
2. No electronic devices (phones/tablets etc) are to be seen or heard during CPYT time unless specifically agreed with or requested by the group leader. (NB – except for emergency purposes or CPYT telephones).
3. Everyone to wear CPYT corporate wear. Current production t-shirts are permitted. Past show t-shirts should only be worn as a last resort.
4. All clothing should be appropriate for the activities that we undertake at CPYT. (skirts, hotpant style clothing should not be worn).
5. All adults / group assistants will wear a lanyard as provided by CPYT.
6. Bullying/violence of any kind will not be tolerated and will be dealt with in line with CPYT policies (available on website).
7. No-one to leave the building until chairs are stacked and rubbish has been cleared to a standard deemed acceptable by the Group Leader
8. Rehearsals / Sessions must start and finish on time.
9. Any absence should be reported as early as possible.
10. Communication regarding CPYT business should not be sent between personal devices. (E.g group leaders and members). CPYT email addresses, numbers and official social media groups should be used. These are available on our website, social media channels or upon request.

Signed by CPYT Member
Name:
Date:

Signed by Parent
Name:
Date:

Signed by CPYT Management
Name:
Date:

Appendix Two

The Restorative Approach

At CPYT, we adopt the principles of The Restorative Approach; an approach to negative inappropriate behaviour which puts repairing harm done to relationships and people at the centre of our focus. Everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties. This enables members to appreciate the consequences of inappropriate behaviour and take responsibility for how they conduct themselves.

The 5 stages are:

- 1) **What happened?** Drawing out each person's story one at a time.
- 2) **What do you think and feel about that?** What each person was thinking at the time, before and since.
- 3) **Who has been affected and how?** Who has been harmed / affected and how.
- 4) **What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.
- 5) **What agreement can we reach about the future?** How do those people agree and negotiate meeting the needs identified above and what support they might need to do this? Staff / volunteers support members in this process but try to ensure the members form their own agreement where possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving members the responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We believe that if members reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the members in the design of this agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way. All staff/ volunteers within the organisation use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Encouraging – Tell me some more about...
And earlier you said....

Acknowledging – That sounds important...
That sounds like it was difficult for you....

Clarification – Can you help me understand
that more

Checking – So did I hear you say...
Am I right in thinking....

Active Listening Skills.

Reflecting – So you....
Repeating back the last few words.

Affirmation – Thanks for telling me that
I appreciate you taking to me about this

Summarising – So there seems to be
several things bothering you...

Empathy – It's understandable that you are
worried/upset about this.

Unacceptable Behaviour - Incident Report Form

Date & Time of Incident	
Location of Incident	
Name of Offending Individual	
Event during which offence took place	
Names of Witnesses	

<p>Give details of the alleged offence in as much detail as you can. Place a "W" in the box on the Rt Hand Side if you witnessed each part of your report yourself. Place and "R" against the parts of the statement which are based on evidence reported to you. Continue of a separate sheet if necessary</p>	W or R
<p>Type of Behaviour:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Body <input type="checkbox"/> Gesture <input type="checkbox"/> Psychological <input type="checkbox"/> Harassment <input type="checkbox"/> Damage to property <input type="checkbox"/> Verbal <input type="checkbox"/> Teasing <input type="checkbox"/> Physical <input type="checkbox"/> Written 	<ul style="list-style-type: none"> <input type="checkbox"/> Non-co-operation <input type="checkbox"/> Racial

--	--

State what actions were taken at the time and whether you consider any further actions are required

--

Yellow Card - informal caution	Amber card - final warning and inform parents	Red card - temporary suspension	Organising team asked to consider permanent exclusion

Signed..... Date.....

This form should be passed to an Organising Team Member as soon as possible and forwarded to the Designated Safeguarding Lead for investigation and/or action

