



Behaviour Management Procedure

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Status	Approved	Date Approved	October 2024
Period of Approval	2 Years	Review Date	October 2026

1. PURPOSE OF THE PROCEDURE

1.1 This procedure has been prepared to clarify how North Wales Science (NWS) will manage and deal with incidences of poor behaviour.

1.2 NWS is committed to ensuring that standards of behaviour are high for those participating in its activities, to ensure the safety and enjoyment of its staff and other participants. NWS wishes to create a safe environment in which everyone can engage and reach their full potential.

2. SCOPE OF THE PROCEDURE

2.1 A participant is defined as anyone engaging with NWS staff, contractors, its equipment, or facilities.

2.1.1 This procedure is not applicable for the behaviour of current employees – separate policies and procedures apply in these circumstances.

2.2 Examples of instances where staff might use this procedure include:

- a) Where a child or young person shows poor behaviour over a sustained period of time and action is not taken to improve the behaviour by those responsible for them;
- b) Where an adult shows poor behaviour over a sustained period of time;
- c) Where participants express concern over another participant's sustained behaviour;
- d) Where any participant displays an incident of extremely poor behaviour;
- e) Where a child or young person shows poor behaviour whilst in an out-of-school setting and Xplore! staff have responsibility for their care.

3. STANDARDS OF BEHAVIOUR

3.1 Expected behaviour of participants:

- a) Respect for others
- b) Respect and care for equipment and other people's property
- c) Proper regard for authority
- d) Prevent all forms of bullying
- e) Listening to instructions
- f) Participating in activities

3.2 Examples of poor behaviour:

- a) Swearing or discriminatory language
- b) Disrupting activities
- c) Interrupting or talking over instructions
- d) Deliberately damaging resources, equipment, or other people's property
- e) Disobeying safety instructions
- f) Physically or mentally causing pain to others
- g) Discriminatory behaviour

- 3.3 NWS staff will discuss the expected standard of behaviour with participants at the start of an activity / session.
- 3.4 NWS staff will adopt the standard of behaviour set out by school staff when engaging with school learners, however they have the right to supersede the school's behaviour management plan when it comes to matters of health and safety. This will be clearly explained to the school staff and school learners at the time of the activity.
- 3.5 NWS staff will utilise age-appropriate methods of promoting appropriate behaviours with all children and young people. Management of behaviour is consistent and developmentally appropriate, respecting individual children's level of understanding and maturity.

4. ROLES AND RESPONSIBILITIES OF STAFF

- 4.1 The senior leadership team at NWS are responsible for ensuring this procedure is implemented and reviewed as necessary. They will support staff in following it through when poor behaviour is identified amongst participants. Serious incidents of poor behaviour are to be reported to the Wrexham University Safety, Health, and Environment committee and to the NWS board of trustees.
- 4.2 The Wrexham University Safety, Health, and Environment committee and the NWS board of trustees are responsible for assisting NWS senior leadership team in ensuring this procedure is fit for purpose and is reviewed and updated as necessary after every serious behavioural incident.
- 4.3 Science Communicators, Front of House team, Forest School leaders and other members of NWS staff engaging with participants are responsible for setting out the expected minimum standard of behaviour at the start of an activity or as soon as poor behaviour is displayed.
- 4.3.1 They should also explain the expected minimum standard of behaviour to those in charge of any children or young people who are participating, whether they be parents, carers, other family members, group leaders, teachers, or others with duty of care and responsibility.
- 4.3.2 They should explain the consequences of failing to meet the minimum standard of behaviour and start the interventions and sanctions as proportionate and reasonable in the circumstances.
- 4.3.3 As necessary, the consequences should be escalated and the Duty Supervisor, Person in Charge and/or senior leadership team informed of the situation and decisions taken so far.
- 4.3.4 A written account should be completed for any behavioural incident raised above level 2 as soon after the situation is dealt with as possible.
- 4.3.4 They will model positive behaviour at all times, providing praise and encouragement.
- 4.4 Teachers, parents, carers, other family members, group leaders, or anyone else with duty of

care for a child or young person, are responsible for assisting NWS staff in improving the behaviour of those in their care to the minimum expected level.

4.4.1 If the behaviour of a child or young person cannot be adequately improved within a suitable timeframe set out by the NWS member of staff, their responsible adult will be expected to remove them from the activity / situation / setting.

4.4.2 Where the responsibility for a child or young person has been given over to an NWS member of staff, such as for a holiday club, the person in charge reserves the right to remove the offer of the service to the child and can contact the parent to collect them immediately.

4.5 NWS Bookings Team members will assist in forewarning teachers and parents etc. of their role in behaviour management and potential consequences by signposting this procedure and NWS terms and conditions of bookings, as necessary.

5. CONSEQUENCES OF FAILING TO MEET THE REQUIRED STANDARDS

5.1 Children and young people will never be physically punished or be threatened with it. They are never shaken, smacked, shouted at, intimidated or shamed.

5.2 Any incident is recorded and the person with parental responsibility is informed of the incident on the day.

5.3 NWS staff are to use age-appropriate and severity level appropriate methods of managing inappropriate behaviour as set out in 5.4.

5.4 Level 1

5.1.1 Examples of level 1 poor behaviour:

- Swearing
- Interrupting
- Pushing, pulling, or pinching

5.1.2 Interventions for level 1 poor behaviour:

- Positive actions will be used to change behaviour
- Emphasis is made on praising children for good behaviour rather than highlighting poor behaviour
- A firm, steady voice is to be used to remind them of what good behaviour looks like

5.1.3 Sanctions for level 1 poor behaviour:

- The child or young person will be expected to apologize or show remorse before the activity continues

5.5 Level 2

5.1.1 Examples of level 2 poor behaviour:

- Sustained swearing, interrupting or other sustained level 1 poor behaviour

5.1.2 Additional interventions for level 2 poor behaviour:

- Clear, specific language will be used to describe the poor behaviour and an example of what good behaviour would have looked like will be explained
- Warnings will be given about what sanctions will be imposed if the behaviour continues / escalates

5.1.3 Additional sanctions for level 2 poor behaviour:

- The child or young person will be taken aside, for an explanation of how the situation could have been handled differently
- If they continue to be uncooperative, they will be removed from the situation for a few minutes with adult supervision until they are ready to change their behaviour and rejoin the group

5.6 Level 3

5.1.1 Examples of level 3 poor behaviour:

- Damaging equipment
- Discriminatory language or behaviour
- Hurting other people
- Causing themselves or others to be in minor danger
- Continuous disruption of the activities

5.1.2 Additional interventions for level 3 poor behaviour:

- Reminder of expected behaviour
- Offer to sit out or to complete an alternative activity
- Reporting of the poor behaviour to parents / carers / school staff as appropriate
- Explanation of the impending sanctions

5.1.3 Additional sanctions for level 3 poor behaviour:

- Removal from the rest of the time with the current activity as a cooling off period
- Not able to work with others displaying poor behaviour for the remainder of the day

5.7 Level 4

5.1.1 Examples of level 4 poor behaviour:

- Causing high levels of damage
- Inflicting high levels of pain
- Preventing activities from taking place
- Putting themselves or others in major danger
- Showing complete disregard for the authority of the activity leaders

5.1.2 Interventions for level 4 poor behaviour:

- Repeating safety instructions to all participants
- Working with the parents / carers / school staff to develop consistent approach to discipline
- Setting up individual behaviour plans

5.1.3 Sanctions for level 4 poor behaviour:

- Parent, or other adult with parental responsibilities, contacted and asked to take the child or young person home
- Removal of the child or young person from several or all future sessions, as agreed with the activity leader(s).

6. PARTICIPANTS WITH ADDITIONAL LEARNING NEEDS

6.1 'Additional learning needs' refers to those with learning, physical or sensory needs that make it harder to learn than most people of the same age. The minimum standard of behaviour and the level of consequence will be revised for every individual based on their comprehension of the situation, and the level of disruption for themselves and other participants. Flexibility and reasonable adjustments will be made in line with the Equality Act 2010 and the Children and Families Act 2014.

6.2 Discretion will also be shown for those with conditions such as Tourette's syndrome, who involuntarily show what would be described as poor behaviour in those within the condition.

6.3 Anyone with an individual care plan should disclose this to NWS so staff can help co-operate with it and be mindful of likely triggers of misbehaviour.

7. POWER TO USE REASONABLE FORCE

7.1 The use of reasonable force is legal but will only be used when necessary: to prevent participants committing an offence, risking their own safety or the safety of others, to prevent damage to property, to maintain good order and discipline.

7.2 Reasonable force should be carried out by the person with caring responsibilities for the individual but only if they feel safe to do so. In a holiday club setting, this would be the NWS person in charge, who will have ideally received restraint/de-escalation training beforehand.

7.3 Reasonable force should never be used if it will put the person using the force in danger or at risk of being harmed.

8. LIAISON WITH PARENTS / CARERS

8.1 NWS staff will work with parents, carers, school staff and others with responsibility for the child or young person to manage behaviour and modify interventions and sanctions to always try and maintain good behaviour.

8.2 All incidents will be recorded, and parents/carers will be informed.