



BEHAVIOUR MANAGEMENT POLICY – Appendix 9

Good discipline and strategies to deal with inappropriate behaviour are essential to carrying out an effective coaching program. Strategies aimed at conducting effective and safe coaching sessions go a long way to preventing misbehaviour. Sometimes children misbehave in response to a coach's program, organisation or style. It is important for coaches to evaluate each activity session, especially if things do not seem to be working.

Key aims

The key aims of the Behaviour Management Policy are:

- To provide guidance on creating a team atmosphere with clear rules and routines.
- To provide guidance on good behaviour and how to deal with misbehaviour.
- To support staff with dealing with repeat misbehaviour.

Create a team atmosphere:

- Get to know each child.
- Listen, encourage and involve children in decision-making.

Rules and routines:

- Clear expectations are essential. Establish them for: punctuality/arrival routine, behaviour, make rules (with input from children if appropriate) and explain the reason for each rule.

Consequences will cover:

- Time out
- Talking to parents
- Missing games, being banned.

Team Routines:

- What are your expectations? For example: where to stand, what to do when an activity finishes and what to do with equipment when the coach is talking.
- Responses to winning and losing
- Responses to team-mates
- Be prepared to change routines. Be fair and consistent when applying rules and discipline.

Look for good behaviour:

- Look less for mistakes and more for good behaviour and performance.
- Give children attention when they are not demanding it.
- Give the team 'clowns' more responsibility and do not always acknowledge their attention-seeking behaviours.
- Reward the behaviours you want children to show with praise and privileges.



Dealing with misbehaviour:

- The following points give you a routine for dealing with misbehaviour. Stick to a routine and be consistent and patient – some misbehaviour may need time to correct. Try to encourage ‘good’ behaviour.
- Deal with misbehaviour without delay.
- Non-verbal cues may be appropriate – move closer, nod, frown or stare.
- Join in and partner the misbehaving child without commenting.
- Divert their attention.
- Ask a skill-related question, such as ‘How is that serve coming along?’
- Praise a good aspect of their involvement.
- ‘Catch’ the children doing good and ignore some of the not so good.
- Ask if they are having difficulty.
- Remind them privately of the group rules and appropriate behaviour.
- Address the behaviour, not the character, of the child.

Still a problem? Next steps....

- Relate the problem back to team rules.
- Ask the child, ‘What are you doing? Is this against the rules?’ Follow with, ‘What should you be doing?’

Continued misbehaviour:

- Explain the consequences or loss of privileges.
- Be polite, calm and brief – keep a cool head.
- Be specific.
- Do not use punishment, blame, shame, pain or sarcasm.
- Do not ignore the child.
- Forgive and forget.
- Withdraw the child from activity.
- Use a time-out away from other children but close enough to supervise.
- Provide an opportunity for the child to re-join the group if the child agrees to abide by the rules.

Referral:

- If the problem is not rectified, refer the matter to the school/parent.

Extra tips:

- Discipline the individual not the whole group.
- Don’t use physical punishments such as push-ups or running laps.
- Don’t leave your group to deal with a serious discipline problem.
- Don’t physically handle an offending child.



We are committed to reviewing our policy and good practice annually.

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Signed:

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