



RAVENSDALE JUNIOR SCHOOL

**BREAKFAST AND AFTER SCHOOL
CLUBS BEHAVIOUR POLICY**

2022 - 2023

This policy operates in conjunction with the following school policies:

- First Aid Policy
- Attendance and Absence Policy
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-bullying Policy
- Complaints Procedures Policy
- Health and Safety Policy
- ASC/BC Behaviour Policy
- Fire Safety Policy

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1. Introduction

At Ravensdale's after school/breakfast clubs, all adults are responsible for the behaviour of all children. Adults and children should always act as good role models and deal with behaviour in a positive way.

The after school/breakfast club upholds the Ravens Values

Reflect
Aim High
Value Others
Explore
Now it's me
Stick at it

These values are referred to when discussing behaviour with children.

2. Aims and Objectives

- Children are encouraged to become self-disciplined and to be responsible for their own actions, in order to develop their confidence and independence.
- Positive behaviour choices are acknowledged and rewarded.
- Most children know the consequences of negative behaviour. They understand that they can improve their behaviour and make a new start.
- Parents will be informed of after school/breakfast club expectations, rewards and consequences at the beginning of each academic year (by receiving a copy of this policy), and are involved at an early stage when problems occur.
- Anti-social behaviour will be monitored, and appropriate strategies applied

3. The Role of Parents

We give high priority to clear communication within the after school/breakfast clubs and to a positive partnership with parents. This is essential to build trust and to develop a common approach to behaviour expectations and strategies for dealing with any issues.

We ask parents to keep us informed of any behaviour difficulties or trauma experienced at home, which may affect their child's behaviour at the after school/breakfast clubs.

We feedback to parents on collection regarding any significant positive or negative behaviour's.

4. Rewards

Rewards at after school/breakfast club may include:

- Praise – when children reach or surpass the adults' expectations
- Stickers or certificates
- Recognition in front of the group
- Informing parents

5. Support

Emotion Coaching

At after school/breakfast club, we use emotion coaching as a strategy to help pupils manage their feelings and behaviour effectively. It is based in deep research and is effective in our school. Emotion coaching enables children and young people to manage their own behaviour through helping them to understand the different emotions they experience, why they occur, and how to handle them. Staff use a practical three-step approach to dealing with behaviour

in the moment:

- Step 1 - Recognising, empathising, validating the feelings and labelling them
- Step 2 - Setting limits on behaviour
- Step 3 - Problem-solving with the child or young person

Staff will empathise with pupils' feelings before engaging in discussion with pupils about behaviour, next steps or sanctions (where appropriate). This approach preserves the dignity of our pupils and enable staff to effective deal with high emotional behaviour calmly. Staff are trained in this approach.

6. Behaviour Sanctions

The following is an outline of measures taken when children demonstrate behaviour that is not reflective of our behaviour charter.

- | | |
|----------------|---|
| Level 1 | Verbal warning given. |
| Level 2 | 5 minutes time out from activities to reflect on their behaviour.
The behaviour will be recorded in our behaviour log and a parents informed on collection (or by text message for breakfast club) |
| Level 3 | 10 minutes time out from activities to reflect on their behaviour.
If children regularly receive Level 3 (ten or more times over the academic year), parents will be invited to a formal meeting with the after school/breakfast club Leader and a member of SLT.
The parent will be made aware that the child's place at the club could be at risk if behaviour is not significantly improved. |
| Level 4 | Severe Disruption
A child will go straight to Level 4 for severe disruption (see below).
If the child continues to be disruptive during a session, the parents may be called to collect the child and the child's place at the club could be at risk. |

Severe disruption is likely to include:

- Bullying (See anti-bullying policy)
- Racist/homophobic behaviour
- Repeated violence (any violent incident should be recorded)
- Repeated bad language
- Damage to property
- Stealing
- Threatening behaviour towards an adult
- Any behaviours that constitute a health and safety risk to themselves or others

7. Positive Handling Strategies

All staff use positive reinforcement to encourage positive behaviour. A range of de-escalation strategies are used to attempt to defuse extreme disruption or violent behaviour. These include but are not limited to: *humour, verbal advice and support, firm clear directions, limited choices, distraction, reassurance, adult swap, success reminders and reminders about consequences.*

If these strategies do not work some staff are trained in positive handling techniques and will use these to keep children and adults safe from harm. These strategies may involve positive handling or 'holding' techniques. These are a last resort. If a child needs positive handling by a trained member of staff, a dynamic risk assessment is carried out prior to any action. Once the incident is resolved it is recorded in writing and parents are asked to read and sign the document. Trained staff keep up to date with all developments and correct strategies and holds on a regular basis. All incidents are followed by a 'debrief' in order to adapt practice for the future.

8. Persistent Challenging Behaviour

There is no set pattern as to when a child's place at after school/breakfast club is permanently withdrawn. A decision to permanently withdraw a child's place is made on a case-by-case basis in consultation with the after school/breakfast club leader and the senior leadership team.

Usually, permanent withdrawal results from consistent breaches of the after school/breakfast club behaviour policy over time or escalation of extreme behaviour's where other sanctions from the behaviour policy have failed to address the behaviour exhibited in the club. However, in some cases behaviour is so extreme that permanent exclusion is issued immediately. In this instance an adult with parental responsibility will be called to collect their child from after school club with immediate effect.

The withdrawal of a place is likely to be triggered by behaviour's such as:

- Violence to a teacher or other adult working with children
- Violence to other children
- Health and safety issues to pupil involved and / or other pupils
- Repetition of inappropriate behaviour or severe disruption
- Gross defiance to all adults within school, including refusing to co-operate

This policy does not run alongside the school's policy.

9. Permanent withdrawal of an after school/breakfast club place

Prior to the final decision being made, a parent will be made aware that the child's place at the club could be at risk if behaviour is not significantly improved.

If a decision to permanently withdraw an after school/breakfast club place has been

made, then parents will be notified in writing by the Headteacher.

A parent may be notified beforehand, that the place is at risk, if there is an incident of extreme behaviour, which is listed under 'Persistent Poor Behaviour'.

Appealing a decision to permanently withdraw a after school/breakfast club place

If a parent wishes to appeal a decision where a place has been permanently withdrawn from after school/breakfast club, then the parent will need to do so in writing to the Chair of Governors, citing the reasons for your appeal.