

Highwood Primary School



TEA TIME CLUB BEHAVIOUR POLICY

Promoting Resilience – Achieving Potential

Reviewed March 2019



This policy has been impact assessed against protected characteristics (race, gender and disability) and no adverse impact has been identified.

This Tea Time Club Behaviour Policy is an addition to our whole school Behaviour Policy.

Application of the Policy

As a school we have a duty of care to protect our children both when they are at school - no matter what time of the day - and beyond the school gates.

Our Behaviour Policy will apply when a pupil is:

- on school premises – including at all pre-school and after school clubs such as Breakfast Club and Tea Time Club
- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that;

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

Aims of the Policy

- To provide clearly defined limits which are easily understood by parents, staff members and children
- To develop a moral framework which reflects our school aim “Promoting Resilience, Achieving Potential”
- To enable children to develop a sense of worth, respect and tolerance for others.
- To cultivate an environment in which children feel safe, secure and respected.

Objectives

At Highwood we believe that because staff, pupils and parents value good social behaviour:
Children:

- learn what good behaviour means
- learn to care for one another
- learn the value of friendship
- develop self confidence

Implementation of good behaviour

It is imperative that everyone in Tea Time Club has a clear understanding of the forms of behaviour we expect and the sanctions that will be taken if our behaviour code is not respected. Staff must ensure they are working within this policy in order to establish consistency between themselves and colleagues. It is important that we all have the same expectations of behaviour and are consistent in our approach in dealing with unwanted behaviours. All staff must take a proactive approach in dealing with inappropriate behaviour. Rather than reacting to problem behaviours when they arise, staff members should anticipate the conditions that are likely to produce disruptive or disengaged behaviour and take proactive steps to prevent them.

In order to be proactive in the implementation of good behaviour at Tea Time Club all staff will:

- Develop a clear Tea Time Club code of conduct with the children and display this agreement in the club room and discuss it very regularly with the children
- This agreement should be reinforced regularly and specifically when any child forgets to follow it. There should be no more than five ‘rules’ and these should be stated in positive terms and stated in terms of observable behaviours
- Have clear routines, which the children are familiar with and respect
- These expectations should be revisited frequently and no less than termly
- Ensure they have the children’s attention before giving instructions

- Position inattentive or easily distractible children where a supporting adult is positioned
- Strive for clear commands expressed in positive terms
- Redirect disengaged children by using their name in a question, standing next to them or by using non-verbal signals
- Use positive warning reminders about the behaviour expected rather than negative statements when children are exceeding the limits
- Give frequent, specific acknowledgement and encouragement to children who are engaged and following directions
- Avoid ever combining praise with put-downs
- Target specific behaviours to encourage according to individual children's needs
- Use non-verbal signals of encouragement; these enable staff to give children recognition without disrupting others
- Use incentives to motivate the children and reward appropriate behaviour - praise, house points, feedback to parents
- Ensure that children who have a tendency to misbehave are at the front of any line when the children are walking to and from the club. This enables the leading adult to regularly praise and reinforce appropriate behaviour.

Rewards

Praise is the most obvious and effective means of acknowledging and reinforcing good behaviour – it motivates pupils to manage their own behaviour.

Positive reinforcement is an effective means of:

- Teaching and reinforcing appropriate patterns of behaviour and supporting pupils to become self-disciplined
- Nurturing harmonious school wide relationships
- Boosting a child's self-esteem

In sessions staff members need to:

- Recognise and reward children for great behaviour, great effort, politeness, tidiness and good listening skills by giving regular, specific verbal or written praise (i.e. a 'Star of the day' certificate) and acknowledgement on an on-going basis
- Make use of stickers and house points
- Have their good behaviour shared with their parents at the close of the Tea Time Club session.

House points

The school has 4 house teams – air (yellow) fire (red) water (blue) and earth (green). Every child is a member of one of the houses. Siblings should be in the same house. House points are awarded for sporting endeavours, good team or collaborative work, an act of altruism or generosity. House points are tallied up on the house point charts in each classroom and collected by the Year 6 House Captains on a weekly basis. The totals are revealed during the last assembly of each half term. The house team with the most points at the end of the half term are awarded an extra 15 minute play time at the end of morning play.

Dealing with unwanted and unacceptable behaviour

When dealing with any misbehaviour, be it major or minor, all staff members must take great care to convey that it is the behaviour that is unwanted and not the child. Apart from damaging any relationship and the chance to improve the behaviour, the child should come to believe that s/he can accept that we are unhappy about certain behaviour without believing that we have lost faith in him/her as a person. It is important that the children:

- Know and understand what the club's behavioural expectations are
- Recognise that they will be expected to meet these expectations and in doing so will receive acknowledgment and rewards
- Expect consistent consequences if they do not comply with the expectations

As a staff team we have determined what constitutes unacceptable behaviour. It is imperative that all staff enforce our agreed code consistently so that the children know there is fairness across the school.

Managing unwanted behaviour during Tea Time Club

Level 1

- If a child misbehaves (i.e. being unkind to another child) they should be given a nonverbal warning
- If the behaviour continues then the child should receive a verbal warning which clearly outlines the wanted behaviour
- If such behaviour continues after the verbal warning then the child's name is written underneath or placed on a 'Thinking' face to act as a final 'written' warning. The staff member should clearly explain what it is the child is doing which is not acceptable, what it is the child should be doing and what will happen if they need to be spoken to again.

Level 2

- If a child continues to misbehave after this warning then they will be asked to sit for a period of time referred to as 'Thinking Time' - usually 5 minutes. 'Thinking Time' of more than 5 minutes will also trigger a sanction of 'Time Out' at lunch time the next day for a period of 5 or 10 or 15 minutes. This means a senior leader will be aware of the unwanted behaviour at Tea Time Club and it will also be recorded on SIMs. This 'Time Out' is to provide the child with an opportunity to reflect on their behaviour. It should be strictly timed in five minute blocks and no longer than 15 minutes.

Level 3

In the event that the misbehaviour continues the child should be removed from the Tea Time Club environment and taken to a senior leader. Parents will be informed that their child has been removed from the club due to their behaviour via a face to face meeting, by telephone or by letter.

If a child has received three periods of 'Time Out' in any half term then parents will be invited to a meeting to discuss this behaviour and a child may be asked not to attend the club for a period of 3-5 days.

Level 4

If a child continues to be disruptive, or if the behaviour is of a more serious nature, a member of the senior leadership team must be called (if available). This is a serious matter and will most likely result in the child being sent home.

If a very serious incident happens (e.g. physical aggression or violence by a pupil against another) then a member of the SLT team must be called to attend (if available) and if not informed at the first opportunity. Such behaviour will most likely result in a child forfeiting their right to attend Tea Time Club.

Recording incidents

All Tea Time Club staff members should record details of any behaviour incidents in the 'Time Out' book where it will then be transferred to SIMS by a member of the office team. These records are monitored no less than half termly. Leaders meet with the parents of any child who has accrued three or more 'Time Outs' within a half term to discuss their child's behaviour, strategies to support the child in the future and determine any further sanction.

Monitoring

Behaviour is monitored by the Senior Leadership Team and Inclusion Team who will discuss children's behaviour with staff members.

Breakfast Club

The usual School Behaviour Policy applies to all behaviours within Breakfast Club.