

Behaviour Policy

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| Ratified by <i>Governors</i> : | 2 nd February 2017 |

Contents

School Statement

At Winsor School we believe a Behaviour Policy should underpin the rights and responsibilities of the children and adults within the school and emphasise that its success depends on everyone's support as it will ultimately benefit all in the school community. At Winsor School all children have the right to learn and all teachers have the right to teach regardless of gender, cultural or ethnic background.

Purpose

- To actively promote positive behaviour
- To outline the expected standards of behaviour at Winsor Primary School
- To promote consistent approach across the school

Aim and Objectives

- To raise self-esteem and promote positive behaviour by valuing and recognising success.
- To create a secure, caring and well ordered environment for the whole school community.

Winsor Rules

At Winsor Primary School, 3 simple rules underpin our expectations of behaviour and conduct. These are displayed throughout the school in every classroom (See appendix 1) and are referenced each time a consequence or reward is given.

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| W e always follow instructions straight away. |
| P lease, Excuse Me, Thank you, Sorry and You're Welcome allow us to show good manners. |
| S how you care for everyone and everything. |

Everyone has the responsibility to:

- adhere to the Winsor Rules
- have due regard for their own conduct as well as the safety and feelings of others.
- make the right choices and accept the consequences of their actions

- support and report those who are not adhering to the policy or values of the school.

Extended Leadership Team and Governors

- Promote whole school adherence to the practices within school
- Take responsibility for monitoring and reviewing the behaviour throughout the school, evaluating the success of the policy and ensuring revisions are undertaken.
- Take responsibility for monitoring the behaviour policy annually
- Ensure equality of delivery to individuals and groups through monitoring exclusions
- Ensure all staff receive training

Staff Responsibilities

- To provide positive role models
- To encourage self-motivation and independence
- To promote self-esteem, self-control and self-respect in pupils
- To work in partnership with parents to support children to develop positive behaviour and celebrate their children' efforts and achievements
- To maintain well organised learning environments and appropriately challenging or supportive learning opportunities
- Respect children and listen to their views without discrimination
- To ensure that all members of the school community follow and understand the principles of our policy
- To care for the safety and well-being of each child while at school
- To help the pupils build good relationships and develop a sense of community
- To set firm boundaries and follow a strict routine for behaviour and expectations
- To help children understand the consequences of their actions

Parents/Carers Responsibilities

At Winsor we are very fortunate to have a supportive and friendly parent body. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community. As a partnership, our parents will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate

fully in the life of our school. Winsor Primary has an expected code of conduct for all parents, carers and visitors to our school (See appendix 2) about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

Pupil's Responsibilities

- Follow the school rules at all times
- Tell an adult if they see or hear something that goes against our school rules.
- Take responsibility for the choices they make
- Attend school in the appropriate uniform
- Always try to do their best to achieve high standards of work and behaviour
- Be good ambassadors of Winsor, in school, on their way to school, in the school grounds and on educational visits

Pastoral Team Responsibilities

At Winsor Primary we understand that we have an obligation to support, teach and guide children to make the right choices in life and become honest, independent and successful citizens. We recognise that children vary in the amount of support and time needed to do this. The Pastoral Team at Winsor provide a varied program of support when required. This support may include;

- Informing and liaising with parents regarding behaviour issues
- Engaging in dialogue and activities designed to help children reflect on their behaviour, the consequences and consider future actions.
- Collecting data for behaviour and design early intervention activities to address developing trends.
- Supporting parents by signposting community resources or directly providing relevant training.
- Providing meaningful contributions at Team Around the Child (TAC) meetings to produce and evaluate Personal Support Plans.

Monitoring and Evaluation of the policy and its impact

- Behaviour data which includes numbers of reflections, letters home and exclusions is collected as and when incidents occur. The Pastoral Manager and DHT will meet at regular intervals to review patterns and whole school issues. This data will be reported to the Governing Body termly.

- Exclusions and PSPs are reported to the Governing Body
- Pupil / Staff survey / views collated to feed into policy review and practice
- Behaviour systems are evaluated by ELT as part of the monitoring cycle.

Behaviour in the Curriculum

- A programme of personal and social education designed to promote mutual respect, self-discipline and social responsibility
- A programme of religious education and assembly themes that encourage exploration of ethical and moral issues.
- Consistent reference to and discussion of the Winsor Rules.
- The provision of a balanced and broad curriculum
- Classroom organisation which facilitates co-operative and independent learning
- Collaborative work within classes and across year groups as House Teams.
- Individual and group target setting to encourage continued and sustained improvement.
- Enrichment weeks, e.g. Cultural week, Dance week, Anti- bullying week
- A graduated approach of support matched to personal need.

How we promote and celebrate good behaviour

All stakeholders are encouraged to promote a positive environment by regularly offering verbal praise and encouragement. Positive behaviours are also promoted and celebrated in the following ways;

House Teams and House Points

- To promote collaboration and community all children and staff are allocated to a house team. Members of a house are expected to work together and support members of their team.
- Each house will elect a Captain and Vice-Captain each term to lead their team. House members who are following the Winsor rules will be given house points, represented by a star sticker, as an encouragement and to highlight the positive behaviour to others. Once awarded children will display their house point as part of their team chart in class.
- Captains and Vice Captains will count the number of house points earned and the winning team will be celebrated each week as part of the Friday assembly.
- The team who has accumulated the most house points over the entire term will take part in a team event as a reward.

Class Targets and Awards

- Each term children and staff working together as a class team will reflect on their behaviour and set **collective** targets for improvement. The collective group will display their targets on the class behaviour display and decide upon a relevant theme for the tokens they will collect i.e. fish for a pond, Roman soldiers for a fort etc.
- If the collective group is observed to meet a target they will be allocated a token by the class teacher. Other members of staff should recommend

to the class teacher the awarding a token although the final decision will rest with the class teacher.

- Once the collective group has achieved 10 tokens, the class reward will be chosen from the designated list. Class teachers should inform the Pastoral Team when a class reward has been bestowed.

Class of the Week - where no one has been in reflection

Child of the Term

- There are some children who are exceptional role models, adhering to and promoting the Winsor rules without prompt and without exception.
- At the end of each term, classes will nominate one of these pupil as their 'Child of the Term.' Each nominee will then take part in a 'Child of the Term' event as a reward for their contribution to a positive school environment.

Top Table

- Winsor Primary encourages children to display excellent manners and lunch time is an excellent opportunity to demonstrate courteous behaviour. Adults who supervise and share meal times nominate children who are promoting Winsor's expected standard to enjoy at 'Top Table' dinner at the end of each week.

How we manage negative behaviour:

We use a 'Traffic Light' system which are displayed in every classroom and is used consistently. This is progressive with children moving up to the next step if behaviour deteriorates. Children have a 'fresh start' at the beginning of each new session.

- We have a clear system of graduated support. (See appendix 3)
- The Extended Leadership team have an overview of all children who display problems with their behaviour and attends regular meetings with parents and the Learning Mentor.
- We have a provision map (See appendix 4) outlining additional support for those who require additional support. Children may be identified as requiring additional support through behaviour data or a referral to the Pastoral Team.

How we ensure SEN and EAL children are included:

- Staff will follow the school's procedures, fairly and consistently dealing with SEN children at a level that they can understand in order to have a positive approach for all children.
- Children with complex need will have an individual behaviour plan with relevant rewards and consequences.
- Where necessary information can be made available in other languages for children and adults.

SYSTEMS

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| Traffic Lights | All pupils follow the card system <ol style="list-style-type: none">1. All pupils begin on a green card2. Pupils receive x1 verbal reminder of the rule they have broken and turn their card.3. A final warning is given alongside a yellow card.4. A red card is given and the child must complete a Time Out (5 mins KS1/10 mins KS2) in a partner class.5. Upon return to the class (or if the child refuses to complete Time Out) if further negative |
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| | <p>behaviour occurs the child will receive a red R card signifying a Reflection. Chi</p> <p>6. Further rule breaks will result in the on call member of ELT being called and the child will be removed from the class.</p> |
| Reflection | <ul style="list-style-type: none"> • Sessions are supervised by Learning Mentors or a member of ELT. Time is used to reflect on the inappropriate behaviours and plan future alternatives. • Children require a 'Reflection Slip' to identify the inappropriate behaviour that requires discussion. KS1 children with a Reflection will be collected from the atrium at the start of each break and lunch. KS2 children with a Reflection should be sent directly to the allocated room. • Upon completion of their Reflection, children will be given a 'Reflection notice' by the Learning Mentor to show their class teacher and parents. |
| Pit Stops/Detention | <p>Rule breaking in the playground will result in children waiting in the allocated 'Pit Stop' for 5 minutes and their name will be recorded by the adult supervising that area. If a child is directed to the Pit Stop for a second time in the same period they will be sent to Reflection by the adult monitoring the Pit Stop.</p> <p>Teachers may use their professional judgement to keep children in class for 5 minute period at the start of break/lunch. This might occur if a child reaches the 'Time Out' step immediately before break/lunch, if a child has consistently reaches a yellow card or is deemed not to have completed a sufficient amount of work. Class teachers will contact parents if a child is repeatedly kept in class.</p> |
| Monitored by Learning Mentor weekly | <p>After monitoring the reflection files and behaviour books, a Learning Mentor will issue letters home.</p> <p><u>KS1</u></p> <p>3 incidents: letter home and sent to lunchtime behaviour group.</p> <p>5 incidents: letter home and put on behaviour playground exclusion for a week (break times only. LM</p> |

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| | <p>will supervise child/children) 7 incidents: letter home parents called in for a meeting and another playground exclusion for a week (break times only). Every half term it starts afresh.</p> <p>KS2</p> <p>3 incidents: letter home and sent to Monday lunchtime behaviour group. 5 incidents: letter home and put on behaviour playground exclusion for a week 7 incidents: letter home parents called in for a meeting and a two week playground exclusion. Every half term it starts afresh (except for pupils who are still attending Behaviour club).</p> |
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Early Years

Reception classes follow the same systems as those outlined previously, however in nursery the approach is slightly different.

The school rules still apply however the procedure for dealing with inappropriate behaviour is:

| Step | Action |
|------|--|
| 1 | <ul style="list-style-type: none"> • A verbal warning will be given in the first instant of unacceptable behaviour |
| 2 | <ul style="list-style-type: none"> • Any repeated misbehaviour will warrant a time out for 3 minutes |
| 3 | <ul style="list-style-type: none"> • If a second time out is needed in the same session, parents will be informed when they come to collect their child |

Unacceptable Behaviour

This includes:

- Persistent or repeated incidences of bullying including virtual and/or cyber bullying
NB This can include incidents of bullying outside of the school premises or normal school hours. (See Anti-Bullying Policy)
- Physically harming another (whether child or adult)
- Racism
- Homophobia
- Swearing and using abusive language towards others
- Extreme and aggressive fighting
- Refusal to follow reasonable requests with implications for health and safety of the child or others e.g. leaving the school premises without permission
- Rudeness
- Vandalism/Graffiti
- Theft
- Threatening others/ Threatening with & / or using a weapon
- Bringing a weapon on the premises
- Any action which may jeopardise the health and safety of the individual or others
- Persistent disruptive behaviour
- Malicious allegations against staff

These behaviours are deemed serious enough to bypass the procedures mentioned previously and will be dealt with by the Head or other member of the Extended Leadership Team.

Children with Challenging Behaviours and at Risk of Exclusion

Children may be considered to have challenging behaviour or be 'at risk of exclusion' when;

- They frequently receive 'time outs' or 'reflections' over a short period of time.
- They have received an internal exclusion.
- They have demonstrated extreme behaviour which may or may not have required physical restraint.

Any child presenting the above patterns of behaviour will be referred to the Inclusion Team meeting as requiring additional support. Referrals can be made by any member of staff. If the Inclusion Team consider that the threshold has been met the following support will be triggered.

- 1) A planning meeting will be arranged with the family and relevant members of staff, this is likely to include the class teacher, the Family Support Worker, a Learning Mentor and a member of ELT. The purpose of the planning meeting will be to agree a 4 week, short term support plan outlining actions and targets.
- 2) Following the planning meeting, school staff will form a 'Team around the Child' (TAC) and appoint a Lead.
- 3) The 'Lead,' in consultation with the TAC will produce a 'Whole School Approach' description or, if appropriate, choose to share the plan with all staff.
- 4) Once the initial plan has commenced the 'Lead' or a member of the TAC will be informed immediately of any behaviour incidences involving the named child.
- 5) Once the 4 week period has expired the initial plan will be reviewed at a Review meeting with the family. Review meetings may be conducted earlier if deemed necessary by the Lead.
- 6) Review meetings may have one of the following outcomes
 - Successful completion of plan. Child can now work within the Behaviour Policy
 - Evidence of progress. Plan will be extended to consolidate progress to date.
 - Further support required, this may include referrals to external agencies, respite at RIET, applications for HBF or consideration of a Managed Move. Family informed that the child will now be included on the SEN register under SEMH.

EXCLUSIONS

Internal exclusions

An internal exclusion at Winsor means that a child will complete their set work in another classroom or the office of a member of the Senior Management Team for an agreed period of time. They will also not be permitted to be in the playground at break or lunchtime. Parents will be notified via telephone or letter when a child has reached this stage.

Fixed Term Exclusion

In line with the Local Authority's Exclusion Procedures there will be a minimum of a 5 day external exclusion for behaviours such as;

- Bringing an offensive weapon to school
- A physical attack on a member of staff or another pupil in or out of school.
- Vandalism

Work to be completed is always set for any exclusion in order to minimize any detrimental effects on a child's education. It is expected that this will be completed and returned to the school to be marked.

External Exclusion / Fixed Term Exclusion

If an external exclusion is deemed appropriate the school will endeavour to obtain a place at Reintegration into Education Team (RIET) for the child to attend during this period. This is a Newham provision specialising in supporting pupils who have been excluded or are in danger of being so. Attendance at RIET also provides the opportunity for pupils to explore the events that led to the exclusion and identify different choices which could have been made.

If a place at RIET is not available it is expected that the child remains supervised at home for duration of the exclusion and completes the work there. The letter which is issued when a child is excluded explains clearly the responsibility that a child should not be in a public place during the period of the exclusion.

Permanent Exclusions

Permanent exclusions or a managed move will only be used once all waves of support have been offered but without improvement in behaviour OR as response to serious breaches of the school's behaviour policy; and where allowing the pupil to remain in school will seriously harm the education or welfare of others in the school.

- Parents **must** meet with a member of the Senior Management Team and a Learning Mentor on the day that the child returns to school for a reintegration meeting. Procedures to appeal against a decision are also clearly outlined in the letter.

Other Information

Physical Intervention

The general principle is that the use of physical intervention should, wherever possible, be avoided. Before using physical intervention staff should always attempt to use diversion or defusion to manage the situation. However the Education Act 1996 allows all teachers to use reasonable force to prevent a pupil from:

1. Assaulting or injuring another person
2. Injuring themselves
3. Putting himself/herself into danger (e.g. attempting to run away)
4. Damaging property

For further details please see our physical restraint policy.

Confiscating Items

Unapproved items brought into school by children may be confiscated by a member of staff and returned at a later time to the child or parent/carer. It must be made clear when such items will be returned and to whom. In the case of confiscation of a weapon or other illegal item the police will be informed and the item released only to them.

The Head Teacher can authorise a search without consent for items including stolen property, this search would occur with the pupil present. This would only be used as a final resort and parents of pupils affected would be informed.

Incidents Outside of the School

In accordance with the Department for Education "Behaviour & Discipline in Schools" the school has a statutory power to discipline pupils for misbehaving outside of the School premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

At Winsor this will apply to-

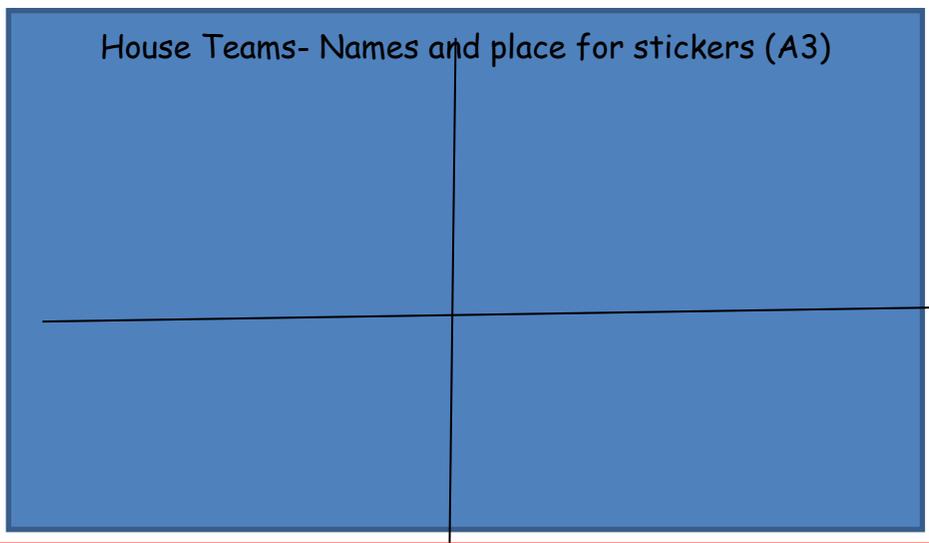
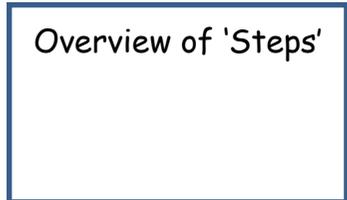
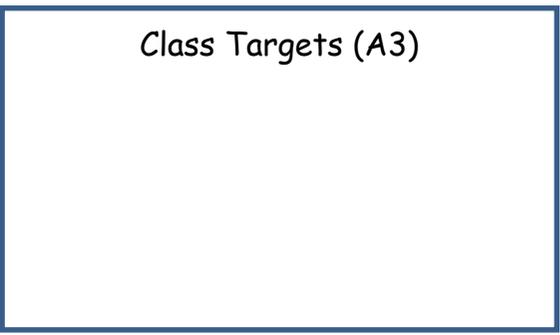
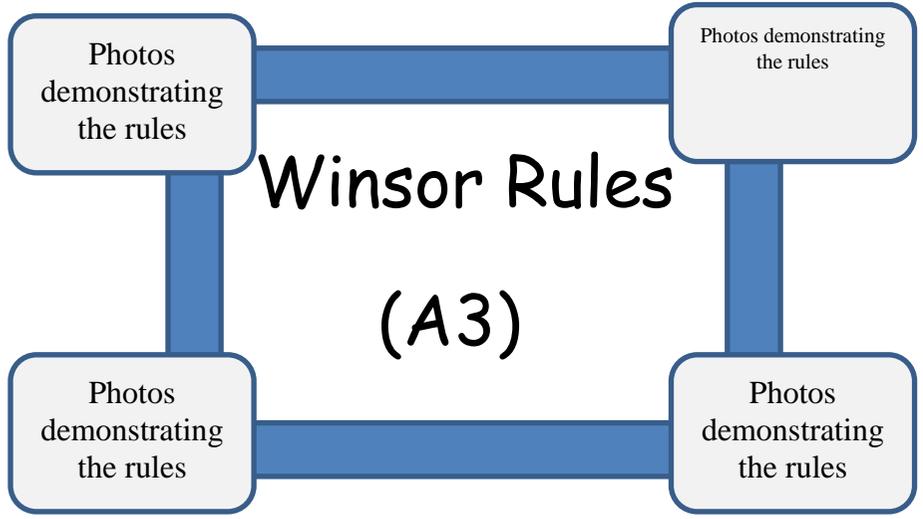
Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

In extreme cases (such as cyber bullying) misbehaviour at any time, whether or not the conditions above apply, that:

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

Appendix 1 Behaviour Example Display



Appendix 2

Code of conduct and policy on managing aggressive behaviour from parents and visitors to our school

Statement of principles

The governing body of Winsor Primary School values the positive relationships forged with parents and visitors to the school. We encourage close links with parents and the community and believe that pupils benefit when the relationship between home and school is a positive one. We also strive to make our school a place where as adults, we model for children the behaviour we teach and expect. As a school we promote respect for all with whom we work, and celebrate differences in a positive manner. We place a high importance on good manners, positive communication and mutual respect.

We expect parents, carers and visitors to:

- Respect the caring ethos of our school.
- Understand that both teachers and parents need to work together for the benefit of the children.
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Understand that we will seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- To correct their own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the school to help resolve any issues of concern.
- Avoid using staff as threats to admonish children's behaviour.

The vast majority of parents, carers and visitors to Winsor are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, verbal and or physical abuse towards members of school staff or the wider school community.

The governing body expects and requires its members of staff to behave professionally in these difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues.

However, all members of staff have the right to work without fear of violence and abuse, and the right, in an extreme case, of appropriate self-defence.

We expect parents, carers and other visitors to behave in a reasonable way towards members of school staff. This policy outlines the steps that will be taken where behaviour is unacceptable.

In order to support a peaceful and safe school environment, the school cannot tolerate parents, carers and visitors exhibiting the following behaviours:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including team matches.
- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication.
- Defamatory, offensive, threatening or derogatory comments regarding the school or any of the pupils/parents/staff and their families, at the school on Facebook or other social media sites. Any concerns which parents, carers and visitors may have about the school must be made through the appropriate channels by speaking to the class teacher, the Head Teacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.
- Shouting at members of the school staff, either in person or over the telephone.
- Physically intimidating a member of staff, e.g. standing very close to her/him.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of the child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- The use of aggressive hand gestures.
- Smoking, the consumption of alcohol or other drugs whilst on school property.
- Dogs being brought on school premises.
- Threatening behaviour.
- Damaging or destroying school property.
- Swearing, pushing, hitting, e.g. slapping, spitting, punching and kicking.
- Racist, ageist, homophobic, sexist and other discriminatory comments or gestures.
- Breaching the school's security procedures.

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

The legal framework

Section 547 of the Education Act 1996 makes it an offence for any person to be on school premises to cause or permit a nuisance or disturbance and allows for the removal and prosecution of any person believed to have committed an offence. A parent of a child attending a school normally has implied permission to be on school premises at certain times and for certain purposes, but if the parent's behaviour is unreasonable, this permission may be withdrawn. This also applies to all other individuals invited into the school for other reasons.

Parents, carers or other visitors exhibiting unacceptable behaviour could have a ban which prevents access to the school premises imposed on them. Should they ignore this ban, they would then become a trespasser on the school site. The Governing Body, in conjunction with the Head Teacher and the LA, will take the lead in authorising the removal of a person believed to be causing a nuisance or disturbance, and, if necessary, will bring legal proceedings against them. Unacceptable behaviour by parents, carers or visitors may result in the local authority and the police being informed.

Procedure to be followed

If a parent/carer/visitor behaves in an unacceptable way towards a member of the school community, the Head Teacher or appropriate senior member of staff will seek to resolve the situation through discussion and mediation. This may include meeting the parent, clarifying the school's expectations and agreeing strategies to manage future incidents. If necessary, the school's complaints procedures should be followed. Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent or carer may be banned by the Head Teacher from the school premises for a period of time, subject to review.

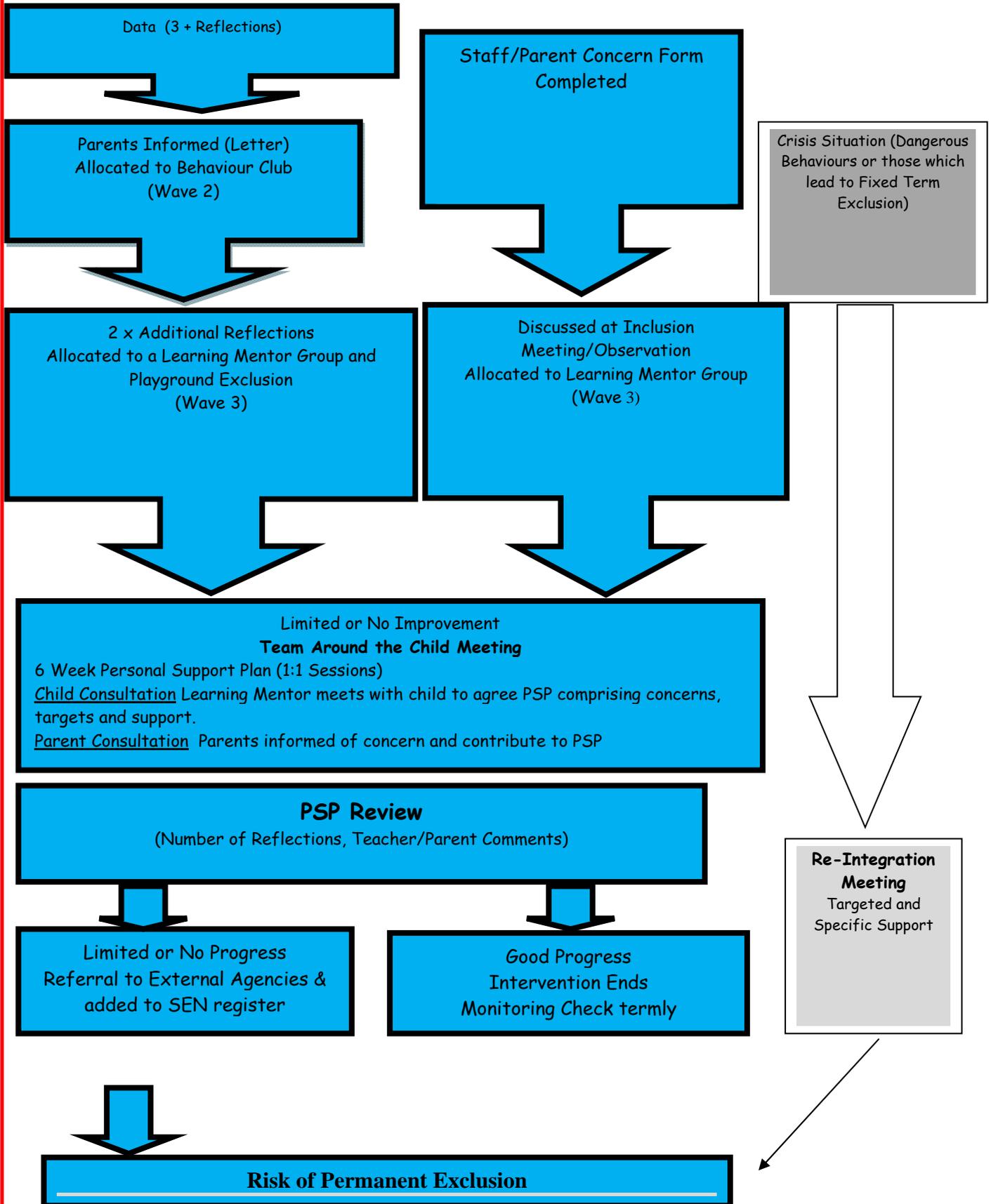
In imposing a ban the following steps will be taken:

1. The parent/carer will be informed, in writing, that she/he is banned from the premises, subject to review, and what will happen if the ban is breached, e.g. that police involvement or an injunction application may follow.
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included.
3. The chair of governors/LA will be informed of the ban.
4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

Conclusion

The local authority itself may take action where behaviour is unacceptable or there are serious breaches of our home-school code of conduct or health and safety legislation. In implementing this policy, the school will, as appropriate, seek advice from the Local Authority's education, health and safety and legal departments, to ensure fairness and consistency.

Appendix 3: Learning Mentor/ Pastoral Support at Winsor Primary School



Appendix 4: Provision Map

| Provision | Entry Criteria | Activities | Exit Criteria |
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| Wave 1 | All pupils to cover a PSHCE curriculum in class with 1 Hr per week timetable allocation. | | |
| Wave 2 | | | |
| Class Monitoring | Child has attended Behaviour Group. Number of teacher/class referrals is a concern. Staff referrals/concerns | Learning Mentors observe and work alongside class or named children. ABC charts completed to identify triggers Information used to feedback to all staff/inclusion team so issues can be monitored | Reviewed Half Termly |
| Wave 3 | | | |
| Social Skills Group or 1:1 | Teacher/parent/child referral Threshold for Reflections (3+ in 2 week period exceeded) | Worksheet strategies (30mins) Conflict/resolution Power of words Compliments Books and discussion Games Goal setting | After 6 weeks in first instance or Once group have understood recipes of good friendship |
| Self Esteem Group 1:1 or group | Teacher/parent/child (where shyness etc. is a barrier to learning) | Worksheets 'Counselling' Involvement of peers Praise and encouragement Games | After 6 weeks in first instance or personal plan. |
| Positive Interaction Group or 1:1 | Teacher/child/parent (Personalised sessions) Threshold for Reflections (3+ in 2 week period exceeded) | Worksheets Games Involvement of good role model peers Strategies to calm down etc Books, discussions Projects Goal setting | After 6 weeks or individual plan. |
| Bereavement/divorce/separation 1:1 | Teacher/Child/Parent | Discussion Books Crafts-memory Box etc. | Reviewed periodically. Ends when concern has subsided and if situation is stable. |
| Art and Play Group | Teacher/Child/parents Threshold for Reflections (3+ in 2 week period exceeded) | Discussion Model games and activities. Turn taking etc. | After 6 weeks in first instance or personal plan. |
| Wave 4 | | | |
| Kids Coach Workshop (Tailored to need) OR Referral to External Agency | Lack of progress against behaviour targets despite school intervention | | Goals specified in request for support |

Wave 5

Breakfast Club and After School Club Behaviour

The Extended Schools Co-ordinator, Club Leaders, and the staff team will manage behaviour according to clear, consistent and positive strategies. Parents/carers are encouraged to contribute to these strategies, raising any concerns or suggestions.

Behaviour management in clubs will be structured around the following principles:

- Staff and children will work together to fully understand the Winsor School rules (Appendix A) and their meaning. These are clearly displayed around all school areas. They will be clearly displayed in the Club.
- The Winsor Rules will apply equally to all children and staff.
- Positive behaviour will be reinforced with praise and encouragement through the use of house points.
- When dealing with negative behaviour, staff will always communicate in a clear, calm and positive manner.
- Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Staff will facilitate regular and open discussions with children about their behaviour. This will help them to understand the negative aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions.
- Staff will try to discuss concerns with parents/carers at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour and share strategies for dealing with it.
- Staff will encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation.
- Activities will be varied and well planned so that children are not easily bored or distracted.

Dealing with Negative Behaviour

We require all staff, volunteers and students to use positive strategies for handling any negative behaviour, by helping children find solutions in ways, which are appropriate for the children's ages and stages of development.

Negative behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to re-direct children's energies. If the challenging behaviour continues the child will be directed to take a 'Time Out' for a period of 5-10 minutes. The club leader will make a record of the 'Time Out.'

In the event that a child receives frequent 'Time Outs' the child and their parents will be invited to meet with the relevant member of school staff and issued a Warning Letter Targets for improvement and a time period will be agreed. If no improvement is shown in the allotted time children will be excluded from the breakfast or after school club.

On occasion, a child may demonstrate behaviour which is a risk to themselves or others. In this event, the club leader will call the member of ELT on duty who will accompany the child from club and notify the parents of the event and consequences. At all times, children will have, explained to them the potential consequences of their actions.

The Use of Physical Interventions

We never use physical punishment or the threat of it.

Appropriately trained staff will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property. Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child or children concerned will be warned verbally that physical intervention will be used if they do not stop.

A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children. Only the minimum force necessary to prevent injury or damage should be applied, for example, by diverting a child or children by leading them away by a hand or by an arm around their shoulders. Physical interventions will not be used purely to force a child to do what they have been told and when there is no immediate risk to people or property. As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.

The force of the physical intervention will be always appropriate to the age, size and strength of the child or children involved.

Where a member of staff has had to intervene physically to restrain a child, the member of staff will notify the AHT for Inclusion and the incident recorded. The incident will be discussed with the parent/carer on the day it occurs.