

Have fun! Make friends!



John Hampden Out of School Care



Behaviour Policy

Updated September 2018

The purpose of this policy is to give a clear code of conduct for all children attending our Clubs. The behaviour policy and practices need to be understood and agreed by all involved including children, staff and parents/carers and be carried out consistently by all. It reflects the values and principles that we consider to be important for the John Hampden Out of School Care setting.

1. AIMS & VALUES

We aim to provide a high quality of care in a safe and secure environment for children to play in. All children attending will be expected to show concern for others, honesty and a sense of fair play to everyone that attends.

We believe that emphasising positive behaviour in the setting will encourage all children to behave in a positive way. We believe that this will be more effective if parents/carers are working in partnership with us.

2. RULES

These are the settings Golden Rules:

- Do be gentle
- Do be kind and helpful
- Do look after property
- Do listen to people
- Do be honest
- Do share

These rules are displayed in the setting and they are referred to whenever it is appropriate to do so.

3. ENCOURAGING GOOD BEHAVIOUR

The setting expects the children to respect other children and staff; Good behaviour will be encouraged and rewarded. Rewards for good behaviour may include one or more of the following:

- public praise, in front of peers
- stickers
- Scroll of honour for JHSW children
- Earning time on games systems

4. UNACCEPTABLE BEHAVIOUR

Behaviour is unacceptable when a child breaks any of the 'Golden Rules'. It is important to have a consistent policy for dealing with unacceptable behaviour. There is no place for violence, bullying, harassment (racial or sexual), vandalism, rudeness or bad language in the settings community and these must always be discouraged. Children observing or

experiencing bullying, harassment or vandalism are encouraged to enlist the help of adults in the school to resolve problems of this nature.

Incidents where children have been deliberately hurt or upset by another will be noted (including the name of the victim) on an Incident form, which is kept in the Supervisors room. This forms a record of all incidents, including those of a racist nature, and is maintained by the Supervisor and Head Teacher or a member senior staff in their absence.

5. SANCTIONS

Where possible, sanctions should be seen to match the offence in order to be most effective.

EXAMPLES OF POSSIBLE SANCTIONS	
Possible Behaviour	Possible Action
<p><u>Minor Problems</u> Behaviour might include:</p> <ul style="list-style-type: none"> • Not listening when adults are talking • Disturbing or disrupting others play • Name calling • Mistreating equipment <p><u>Major problems</u> Behaviour might include any persistent recurrence of above as well as:</p> <ul style="list-style-type: none"> • hitting/kicking/biting another • refusing to participate/follow instructions • rudeness to adults • consistent unkind behaviour 	<p><u>Minor Problems</u> Possible actions might include:</p> <ul style="list-style-type: none"> • verbal warning • identifying Golden Rule that is being broken • verbal apology to victim • Thinking time-Loss of up to 5 minutes play time to be used as a time for reflection and taken on the thinking bench. • Discussion to take place with child following "thinking time" identifying golden rule • Incident reported to parents/carers via a staff member <p><u>Major problems</u> Possible actions might include:</p> <ul style="list-style-type: none"> • Time out-Loss of play time for up to 10 minutes • written apology to victim • Incident to be written up on an incident form • Discuss incident with the Head Teacher and decide a course of action • communication with parents/carers
<p><u>Extreme problems</u> Recurrent repetition of major problems</p>	<p><u>Extreme problems</u> Possible actions might include:</p> <ul style="list-style-type: none"> • meeting with parents/carers • Behaviour plan • Exclusions from named play activities such as football, playstation etc. dependant on the child • exclusion from the setting • involvement of the Head teacher and the pupil discipline committee of the Governing body

Self-Esteem

It is important for adults to be careful not to damage relationships or a child's self-esteem by the use of sanctions. It must always be the behaviour that is criticised and not the child. A child with behavioural difficulties may have low self-esteem. The child must feel he/she is still valued and respected.

6. POTENTIAL PROBLEMS

Problems with behaviour may be more likely at certain times of the day, usually when children are not actively engaged in the play. We should all be aware of the potential for problems, and try to minimise them. Such times include:

- whilst waiting to wash hands
- during snack time
- during the setting up period of an activity
- during tidying up

We should also be aware of ways of defusing potentially 'high-risk' situations, by removing individual children from a likely source of conflict e.g. the playground for a short period of time. The child needs to see that this is not a punishment but is in order to prevent a problem from occurring. All staff should be treated with the same respect as other adults in the school environment, and have access to reward systems and sanctions.

All incidents where children are hurt are recorded on Accident forms, which are kept in the Register and later stored in the Supervisors office. Serious injuries are reported via the electronic ANT reporting system. All incidents which are the result of deliberate harm are recorded in the Incident book.

Each 'time out' will be reported to the Parent/Carer when the child is collected.