

After School Club Belonging and Behaviour Policy

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Committee Responsible for Policy	Children, Families and Community & Business Committee
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Headteacher Signature	<i>S. Richards</i>
Chair of Governors/ Committee Signature	<i>N. Garde</i>

Growing together as children of God

At Holy Trinity C of E Primary School:

- we want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.
- we work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together.
- we are growing together as **children of God**, strengthening our faith, secure in the knowledge we are unique, loved and cherished

Biblical Basis

Galatians 5:22-23

But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law.

I Introduction

- 1.1 At Holy Trinity Primary School we believe in adopting a positive approach to our behaviour during both curriculum and extra-curricular time. Every member of staff is familiar with both the school's *Belonging and Behaviour* policy, *principles* and our *Anti-Bullying* policy. In addition, all staff members of the After School Club are familiar with the *After School Club Belonging and Behaviour* policy.
- 1.2 The *After School Club's Belonging and Behaviour* policy operates in conjunction with the following school policies:
 - *Anti-Bullying* policy
 - *Belonging and Behaviour Policy (and Positive Behavioural Support appendix)*
 - *Exclusion* policy
 - *Special Educational Needs and Disability (SEND)*
 - *Equality* policy
 - *Safeguarding and Child Protection* policy

2. Aims

- 2.1 As a Church of England school we are guided by the belief that God loves all people equally and desires each person to be able to grow, knowing that they are a child of God. At Holy Trinity we believe that high

standards of behaviour lie at the heart of a successful school and enable children to feel they belong so that they make the best possible progress in all aspects of school life. We have high expectations of behaviour that support the development of our pupils as effective and responsible citizens. We also understand that when children feel that they belong, then they feel safe, and behave well.

The Governors and staff at Holy Trinity believe that a safe, calm, orderly and positive environment in school has a huge impact on the behaviour and attitudes of pupils. A safe, calm, orderly and positive environment will enable pupils to learn and flourish and to live life in all its fullness (John 10:10)

Our relationships are underpinned by the Fruit of the Spirit – love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control (Galatians 5:22, 23). We recognise that sometimes relationships are not as we would want them to be. Forgiveness and reconciliation are key in repairing these relationships. Bear with each other, and forgive anyone who does you wrong, just as Christ has forgiven you. (Colossians 3:13) Matthew 7:12, *Treat others as you would want them to treat you*, forms the basis for our *Growing Together* rules.

2.2 The school has 4 simple *Growing Together* rules:



2.3 The school expects every member of the school community to behave in a considerate way towards others.

2.4 The school treats children fairly and applies this *After School Club Belonging and Behaviour Policy* in a consistent way, but we are mindful of the specific needs of individual children, for example, those with Special Educational Needs or Disability, or those with attachment difficulties, which may require a different or specialist approach to behaviour. This approach is worked through on an individual basis, and communicated to all staff working with the particular child.

2.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. This policy aims to enable children to know that they belong to our school community. The school takes seriously any unexpected behaviour which is of a discriminatory nature.

2.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter poor/unexpected behaviour.

2.7 This policy is for use in the After School Club, but it is in-line with the school's *Belonging and Behaviour Policy*.

3. Expectations of behaviour

- 3.1 The behaviour expectations during After School Club are the same as those expected during the school day and children are expected to:
- Follow the *Growing Together* Rules – Be respectful, Be Kind, Be Safe, Be Ready
 - Use socially acceptable behaviour
 - Respect one another, accepting differences of ethnicity, gender, ability, age or religion
 - Choose and participate in a variety of activities
 - Ask for help if needed
 - Enjoy their time at the Club
- 3.2 Positive behaviour is encouraged by:
- Staff acting as positive role models
 - Praising appropriate behaviour
 - Sticker rewards
 - Informing parents about individual achievements

4 Dealing with unexpected behaviour

- 4.1 Unexpected behaviour will be addressed in a calm, firm and positive manner, and in private, where possible. In the first instance, if necessary, the child will be temporarily removed from the activity and staff will explain why the behaviour displayed is deemed inappropriate. Staff will always encourage and facilitate mediation between children to try to resolve conflicts through discussion and negotiation. Staff will consult with parents to formulate clear strategies for dealing with unexpected behaviour
- 4.2 The After School Club operates a three warning policy. If after consultation with parents and the implementation of behaviour strategies, a child continues to display inappropriate/unexpected behaviour, staff will issue a warning. All warnings, and incidents of behaviour will be logged in the After-School Club Behaviour Log. If three warnings are given to a child then they may be excluded from the club and no longer able to attend. The reasons and processes involved will be clearly explained to the child and their parent/carer.
- 4.3 It is recognised that some children with Special Educational Needs and/or Disabilities, or other additional needs may need a different approach when responding to their behaviour. The After School Club team may consult with the Special Educational Needs and Disability Co-ordinator (SENDCo) for advice and support.

5. The role of the Headteacher

- 5.1 It is the role of the Headteacher to ensure the implementation of the *After School Club's Belonging and Behaviour* Policy and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

If the After-School Club team recognize that they cannot meet the needs of a child in the After School Club, they will liaise with the Headteacher. The Headteacher will discuss this with parents/carers, and may make the decision to ask the parent/carer to make alternative provision for their child.

6. The role of After School Club staff

6.1 It is the responsibility of all club staff to ensure that the expectations of behaviour set out in 3.1 are followed in school, and that children behave in a responsible manner during their time at the club.

The staff at After School Club have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. All staff treat each child fairly and enforce the behaviour expectations of the school consistently and treat all children in their group with respect and understanding.

7. The role of parents and carers

7.1 If parents/carers and the After School Club work together, we believe that the behaviour of pupils will be maintained by all.

Parents/carers can help in the following ways:

- By ensuring children understand the behaviour expectations as laid out in 3.1 and do their best to follow them.
- By managing children's behaviour on school premises before and after the clubs.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.

8. The role of the children

8.1 To follow the behaviour expectations as laid out in 3.1.

9. Monitoring and review

9.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The Club's Behaviour Logs are used to maintain a record of incidents and the headteacher monitors these.

9.3 The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

