

BUSY BEES AND THE AFTER SCHOOL ACTIVITIES RELATIONSHIPS, MOTIVATION AND BEHAVIOUR POLICY

OVERVIEW

Good behaviour is central to all we do in Busy Bees and the after school activities. High standards of behaviour will be expected and promoted at all times. All members of staff will set high standards and children will be given clear guidance about what is expected of them. The Busy Bees and the after school activities rules will be followed by all and rewards and sanctions will be used to underpin and reinforce good behaviour. We will work in partnership with parents/carers to ensure that Busy Bees and the after school activities values become central to the lives of children.

INTENT

1. To create an ethos of good behaviour in Busy Bees and the after school activities where children are happy, secure and safe, that reflects our commitment to **'Being the best we can be'**.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build a Busy Bees and the after school activities community which values kindness, care, good humour, good temper, obedience and empathy for others.
5. To ensure that all children are treated well by others and that no child treats another inappropriately because of their sexual orientation, their SEND, their race or religious beliefs.

IMPLEMENTATION

1. Busy Bees and the after school activities expectations will be promoted at all times by all staff and children.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour in at all times they are with the children.
4. Children will be taught to be polite, respectful, well mannered, obedient and well behaved.
5. The rewards and sanctions will be used sensitively and sensibly by staff to encourage and promote good behaviour.
6. Each member of staff is to be held responsible for the good behaviour of the children in their care.
7. Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with a member of the Extended Leadership Team who will agree an appropriate strategy of help and support.
8. Staff will involve parents/ careers at an early stage where a children is experiencing problems with behaviour.
9. Staff will involve outside agencies, where it is appropriate, when there is a serious problem with a child's behaviour.
10. In extreme cases a child's inappropriate behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from Busy Bees and the after school activities.
11. If after an appropriate investigation a child is found to have made an unfounded serious allegation against a member of staff the child will be deemed to have committed an extreme case of poor behaviour which will result in the child being suspended and/or excluded from Busy Bees and the after school activities.

IMPACT

This policy will promote the excellent ethos of Busy Bees and the after school activities. It will ensure that children and staff are happy and that they enjoy coming to Busy Bees and the after school activities. It will promote the high standards and high expectations across all aspects of Busy Bees and the after school activities life. We are committed to meeting the needs of each individual especially those identified in the 2010 Equality Act. All protected characteristics will be recognised and accepted and embedded in all areas: these will include disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; homosexual, bi-sexual, trans-sexual.

FRAMEWORK

This policy explains how we aim to manage children's behaviour and to support them in the development of the emotional and social skills. This will enable them to develop the ability to safeguard the rights and responsibilities of themselves and others.

There are several areas which this policy will address:

- To identify our expectations of children's behaviour.
- To suggest strategies to promote appropriate behaviour
- To suggest strategies to aid the discouragement of inappropriate behaviour and details of Busy Bees and the after school activities responses to such instances.
- To examine the various elements of Busy Bees and the after school activities organization and management to ensure that they support the policy.

AIM

We aim to develop self discipline, self respect and self esteem and cultivate an attitude to work hard for as high a standard of achievement as is possible.

The family atmosphere of Busy Bees and the after school activities is of paramount importance, and fortunately, breaches of discipline are infrequent. The values, standards and attitudes we expect are made to the children by example and through discussion. The staff take great care to work positively together to make Busy Bees and the after school activities a happy and safe environment for all children.

OUR BEHAVIOUR EXPECTATIONS

This short list has been chosen so it is easy to remember and should cover almost all eventualities in school. We chose expectations rather than rules to keep positivity at the forefront of all we do;

Be kind

Be safe

Be responsible

Be respectful

These expectations are displayed around school to remind children. They will be referred to in conversations about behaviour with the children and will be promoted regularly.

REWARDS

We recognise that good behaviour and effort are related to positive attitudes, and are linked closely to high self-esteem. Good behaviour and effort are only achieved through the shared values and consistency of the staff team.

For this reason appropriate behaviour and effort should receive recognition, praise and encouragement from all staff. Examples of good practice should be shared with other children, other adults in Busy Bees, the after school activities and parents/carers.

As a result of our encouragement and praise we aim to make children responsible for their own behaviour and achievements. To achieve this we use a range of rewards as motivational tools.

Busy Bees and the after school activities staff use rewards that they find appropriate to their work and the age of the children that they are involved with.

Rewards currently include:

smiles, thumbs up etc

use of positive language

phone calls home

Within this framework, Busy Bees and the after school activities staff may devise a reward system to suit.

Strategies to promote appropriate behaviour

Effective planning and the prevention of difficulties arising is the most effective key to behaviour management:

- Children should be supervised at all times.
- Tasks should be specific and appropriate.
- Expectations should be made clear and referred to regularly
- Ensure that children are aware of the choices that they make and that they must recognise the consequences of their behaviour.
- Responses should be seen to be fair and consistent.
- Routines – children know what is going to happen; resources (what), purpose (why) and timing (when) as some children find change difficult to cope with.

We encourage the children to take pride in Busy Bees, the after school activities and its environment.

We seek to ensure that displays are of a high quality and are regularly maintained.

We make our children aware of routines and our expectations;

We encourage children to take a pride in their own, each other's and the Busy Be's and the after school activities property and work.

Promotion of citizenship and development of emotional intelligence and social skills

Children are assisted in the development of their social skills, speaking, listening, empathy and self-confidence; they gain an understanding of how to relate to both adults and children, enabling them to celebrate and accept differences.

Growth mind-set

In Busy Bees and the after school activities, we encourage the children to have a growth mind-set; this means encouraging them to show resilience and persevere, believing that they can improve and achieve. The key to this belief is the word 'YET' which we refer to often. This encourages the children to reflect, find purpose, take on challenges and foster grit.

Emotion coaching

In Busy Bees and the after school activities, our staff have been trained to use the emotion coaching approach and we use this regularly. This system supports children with their behaviour, helps them understand emotions and deal with them more effectively

This is the 5-step approach:

1. Be aware of the child's emotions.
2. Connect with the child.
3. Listen and validate feelings.
4. Name their feelings.
5. Set limits and problem solve when calm.

An example of this is – 'It is okay to feel upset but it is not okay to shout.

Relationships with parents/carers

We recognise the importance and value of working in close partnership with parents and carers. In order to do this, we ensure regular messages are sent home (mainly electronically), keeping everyone informed of developments in Busy Bees and the after school activities

From time to time a staff member may feel it appropriate to speak to a parent/carer and will phone or email to request a meeting if those parents are not involved in their child's pick up/drop off arrangements.

Discouraging inappropriate behaviour – sanctions

When responding to unacceptable behaviour we refer to the inappropriate action and not the child personally. This ensures that self-esteem is neither lowered nor raised by the attention that the behaviour demands.

Mild incidents of inappropriate behaviour may be dealt with by:

- Non-verbal signs eg: eye contact, frowning, raised eyebrows, shaking head.

- Quietly naming the child or directing a question to bring the child back on task.
- Reminding the child of the agreed rules.
- Praising a nearby child for displaying the required behaviour.
- Moving nearer to the child.
- Asking the child to move places.
- Children should be made aware that they choose how they behave and must take responsibility for their choices.
- Verbal warning

Informing parents/carers

School will deal with isolated incidents within the parameters of this policy. Parents will be informed of incidents. This will usually take place at the end of the day. However, if there is a serious incident, we may contact parents/carers during Busy Bees and the after school activities and request a meeting.

Serious incidents include-

Deliberately hurting another child

Bullying

Stealing

Racial abuse (To be reported to the Local Authority)

Speaking rudely or arguing with an adult

Swearing

Deliberately damaging school property

Being continually disruptive throughout Busy Bees and the after school activities

We believe that if a child is behaving in such a way as to inhibit either his or her own activities or that of others, then that child's parents/carers should be made aware of the problem and their support enlisted in encouraging their child to conform.

Ethos

Children must be treated with respect at all times and be disciplined in an appropriate way, i.e. not humiliated in front of their peers.

Children who engage in inappropriate behaviour need to be helped to recognise what has happened and how they can make amends. Children who make poor behaviour choices need to be helped to recognise what has happened and how they can make amends.

In cases where the above strategies have been found to be ineffective in reducing the level of unacceptable behaviour, then a teacher may need to work with the child in order to encourage that child to change his/her behaviour. A range of strategies are available. If difficulties arise frequently, the advice of the SENCO (Special Educational Needs Co-ordinator) will be sought.

Records

Busy Bees and the after school activities staff are all have responsibility for behaviour management and should address any incidents they witness and deal with them in line with this policy. Class Teachers should always be informed of issues with any children in their class.

Incidents and subsequent actions taken by staff are recorded on C-Poms, an electronic behavior and safeguarding tracking system.

Extreme Situations

Occasionally, a situation may arise of such severity that an instant exclusion is issued,

From time to time, physical intervention may be necessary. Reasonable action will be taken to ensure all children and staff are safe. Physical intervention will be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible, and at the same time, allowing the children to regain self-control.

Children with Additional Needs (Behavioural)

Busy Bees and the after school activities behaviour management policy is adhered to throughout the Busy Bees and the after school activities and caters successfully for the vast majority of our children. However, there are some children, particularly those with severe emotional or social problems who have special needs. Where the policy has been followed and a child is still causing concern, then the child's parents/carers will be consulted and we will work in partnership to put a personalised plan in place to support the child. We will also seek advice from the appropriate outside agencies when necessary and appropriate.

Behaviour on the way to and from Busy Bees and the after school activities

Children are expected to behave in accordance with the same rules, whoever is supervising them and wherever they are in the building/grounds.

Children are expected to move around the school sensibly, displaying 'Fantastic Walking' with their hands clasped in front of them. They should be using the left hand side of the corridor and holding the handrail as they go up and down the stairs.

The children should not leave the Busy Bees and the after school activities without permission and must not be in the building unsupervised.

All staff should be acting as role models and deal with incidents consistently, in line with this policy.

Reviewed by A. Parker Oct 24

Approved by Governing Board

Policy to be reviewed Oct 25