

## Managing Unacceptable Behaviour at Kew Riverside Clubs

Our Behaviour policy promotes positive behaviour. The whole school community has agreed to the following six Golden Rules:

1. Be kind and helpful
2. Be gentle
3. Look after property
4. Listen to people and show respect
5. Work hard
6. Be honest

Parents will be made aware of the rights, responsibilities and duties of the children, parents, teachers and the school at the beginning of each school year (see Home School Agreement).

### Praise and Rewards

The frequent use of praise is the quickest and most effective route to promoting a positive environment in a club. All adults should:

- Praise frequently
- Make praise genuine
- Praise achievements and efforts
- Be sincere
- Use praise as part of the teacher/pupil relationship

### Reward Systems in Place during the school day:

- House points
- Positive encouragement, smile, well done, thumbs up etc
- Stickers
- Class rewards (eg Marbles in the Jar)
- Praise in assembly
- Sent to Head Teacher for praise

#### **Guidance for Praise and Reward:**

- Always look for the positive
- Praise positive behaviour
- Reward effort as well as achievement
- Use a calm tone of voice
- Be consistent in all relationships with children
- Set high expectations – be firm but fair and give and receive respect
- Be sensitive to the needs of all pupils and set appropriate tasks
- Model positive language amongst pupils and staff
- Provide feedback and praise
- Be sensitive to the need of reporting back to parents – remember to tell them about the positive and negative

### **Managing Unacceptable Behaviour**

Kew Riverside has a zero tolerance of behaviour that harms others or damages property. By that, we mean that the Headteacher, leadership team (LT), staff and the Governors, endeavour to address any behavior incidents in a constructive manner, typically by a strict and uncompromising application of the policy.

In any school, however positive and consistent, there will be times when it becomes necessary to express disapproval of unacceptable behaviour through a system of sanctions. If the Golden Rules are broken there are clear procedures in place which are followed consistently. However, we have identified some 'red lines' that would result in a referral to the Headteacher. We believe our staff know their children best and must apply this policy in a responsive manner to meet the needs of their children. Sanctions always depend on the age and maturity of the child.

This procedure begins when a child has been provided with an opportunity to correct their behaviour and chooses not to do so. Staff will reinforce the school's golden rules and state the behaviour they want to see, giving the child an opportunity to change their behaviour for the better. If a child continues to break a golden rule or show unacceptable behaviour they will be moved onto the warning system, shown below. The procedure is

progressive and children move up the levels if they do not change their behaviour. Each day is a new day and children are given a fresh start.

Bullying is defined as any behaviour, or perceived behaviour, often repeated over a period of time, by an individual or group that is deliberately intended to hurt, intimidate, frighten, harm or exclude.

The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist, sexist or otherwise hurtful remarks)
- indirect (spreading rumours, excluding someone from social groups and cyber-bullying)
- social (isolation and rejection from peer groups)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools. Bullying can have destructive effects on children's lives causing physical and psychological harm. It can produce feelings of powerlessness, isolation, undermine self-esteem and cause victims to blame themselves.

School staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

However, to be able to effectively deal with bullying, it is important to identify what is not bullying. **Bullying is the recurring and deliberate abuse of power.** For an incident to be considered bullying, the aggressor must want to hurt someone and the victim must perceive the incident as a deliberate act of abuse.

Some cases of poor behaviour, particular one-off incidents, are not bullying. Defining them as such can be problematic, because it may escalate conflict. It is also important for victims of poor behaviour to understand bullying so that when things seem hurtful, they do not assume bullying has occurred. The way to overcome bullying is often different from the way to overcome other hurtful acts.

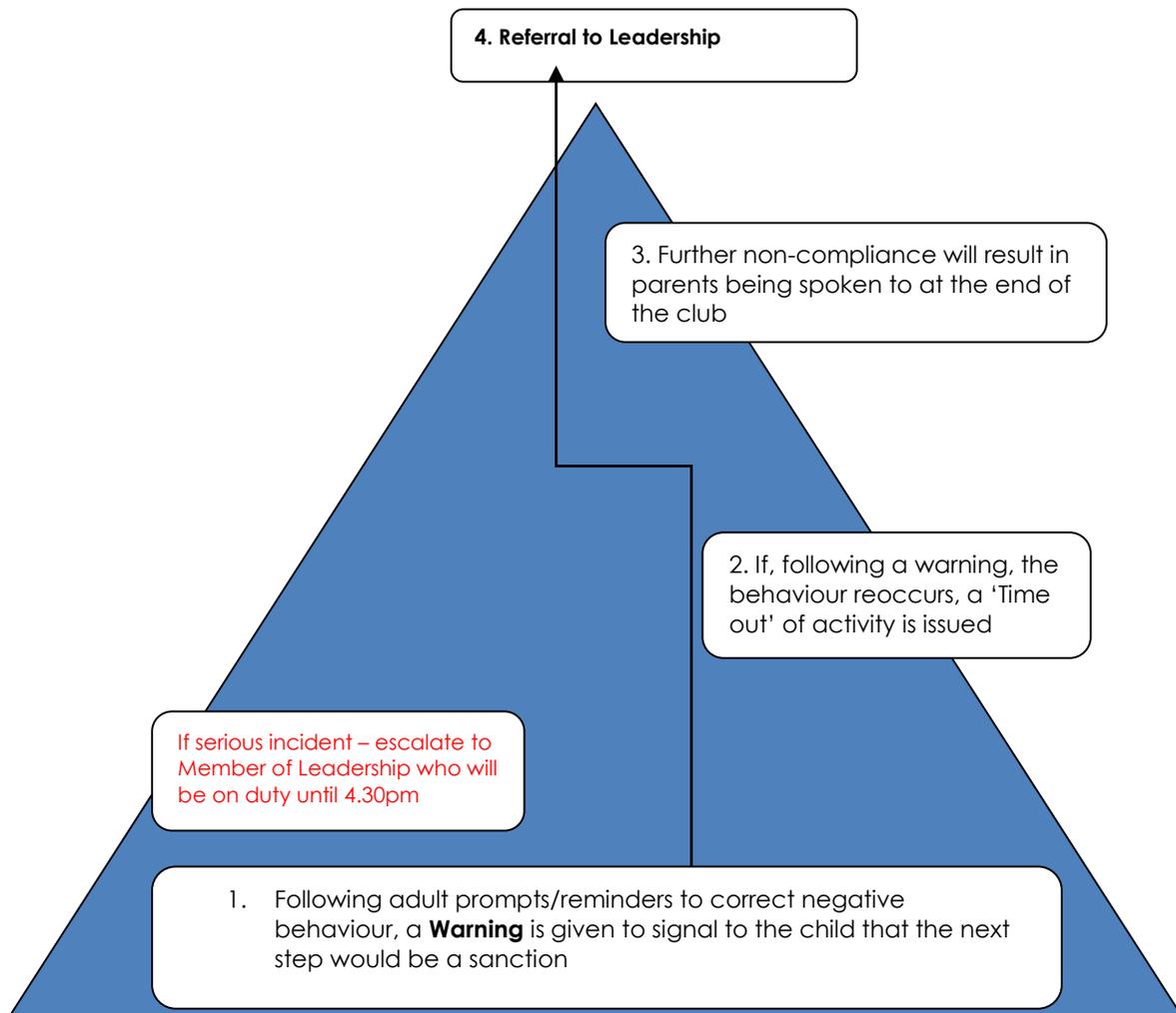
For example, not liking someone, not being invited to a birthday party, accidental physical contact, physical contact during sports or other play, being bossy or argumentative, telling a mean joke, or even aggressive behaviour, may well not be bullying if it is not done consciously, targeted or repeated. All these behaviours above are unpleasant and certainly need to be addressed, but may not be treated as bullying.

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## Interventions at Clubs

### Staged interventions and actions

The club leader must manage the behaviour of the children in their care. All children **MUST** remain with the club leader during the activity and not sent alone to an alternative location.



**Warning:**

The child has been asked to refrain from a particular behaviour and has refused to comply and so they receive a warning.

**Time Out of Activity:**

The Time Out provides the child with reflection time to consider their actions; this may be at a different table or area of the classroom. It should be no more than 5 minutes. It is our strong belief that there should be a fresh start each week with no grudges held and therefore, Time Outs should not be carried over to the next club meeting, wherever possible. However, some incidents may happen at the end and in this case, the child's parents should be informed.

**Serious Behavioural Incidents:**

A serious incident would include the following:

- Violence towards another child or adult with intent to harm
- Verbal aggression with intent to harm
- Where a child poses a risk to their own safety or that of others
- Any abuse on the basis of any protected characteristic
- Bullying (including online bullying)
- Sexually inappropriate behaviour (including 'sexting')
- Malicious damage to school property
- Leaving or attempting to leave the school without permission
- If a child has needed to be physically restrained

**Once a member of leadership and the club leader have reviewed the serious behaviour incident, the consequence may be the removal of the child from the club, with no refund.**

## General Guidance – On Site Behaviour

- Be consistent
- Comment on the behaviour and not the child
- Give private rather than public reprimands where possible
- Take time to repair and rebuild
- Monitor behaviour patterns and keep careful records
- Follow agreed procedures
- Don't take poor behaviour personally
- Make sure all relevant parties are kept informed
- Ask for help if necessary