

## BEHAVIOUR POLICY INFORMATION FOR CLUB LEADERS AND VOLUNTEERS



### VALLEY PRIMARY SCHOOL

#### Our Core Values

##### Care

##### Learn Together

##### Aim high

##### Be honest

##### Look after what we have

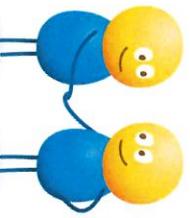
#### Our Expectations

##### Be Ready

##### Be Kind and

##### Considerate

##### Be Safe



Everyone at our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. The school embraces a Restorative Approach to manage and improve behaviour and learning. Our Behaviour Policy is based upon five pillars:

#### Five Pillars of Practice

- Consistent, calm adult behaviour
- First attention to the best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up

All adults who work in the school, in all roles, are expected to:

- Be calm
- Be consistent and fair
- Give first attention to the best conduct
- Listen and understand
- Build positive relationships

#### Three Expectations

We have three rules that we promote and reinforce in our classrooms, assemblies, corridors, lunch hall, playgrounds:

- Be Ready**
- Be Kind and Considerate**
- Be Safe**

Valley vibe posters around the school show the pupils what it means to be Ready, Kind and Considerate and Safe in different contexts.

We establish routines that we continually reinforce to ensure all pupils understand what is expected and a high standard of behaviour is maintained. This includes extra-curricular clubs.

#### Our Relentless Routines

- Calm, orderly transitions (Follow the Valley Vibe)
- Tidy learning areas and corridors
- Wear school uniform with pride
- Courtesy and manners
- Quick response to signals for attention
- Meet and greet

We instil in the pupils the expectation that they should respond to all adults with courtesy and consideration, whatever their role within the school, so Club Leaders should expect our pupils to demonstrate this.

Club Leaders and volunteers should mirror the schools approach to behaviour by focusing on the positive. This means praising and rewarding pupils' good manners, effort, kindness, consideration of others, and showing they are 'ready'. Being ready means stopping and listening when called to attention, following instructions and carrying out the activities within the expectations set by the club leaders.

The pupils understand phrases such as:

- 'Show me you are ready'
- 'Being ready for this activity means you will....'

Pupils can be rewarded by giving **House Tokens**. Club Leaders will be provided with a set of tokens when the club starts.

## How to respond if pupils are not keeping to our behaviour expectations

We use stepped boundaries to remind the pupil of the expectations and give them the opportunity to return the previous good behaviour.

1. Discrete reminder
2. Warning
3. Final warning (explain what the consequence will be if the warning is not adhered to)
4. Consequence
5. Repair

For the discrete reminder we use language such as:

- *I have noticed you are ...*
- *That's not showing me our expectation of...*
- *I need to see you/I need you to....*
- *Show me what ready/kindness/safe behaviour looks like in our classroom/playground/club*
- *Do you remember last lesson/week when you... This is who I need to see today*
- *The choice is...or ... I'll give you some thinking time*

The only situation where this would not be appropriate is if the pupil's actions are unsafe or have caused harm to others, in which case you would need to ask them to leave the activity and wait in a safe place until you can speak to them.

### If Consequence stage has been reached

Volunteers would refer poor behaviour choices to the class teacher who would then decide an appropriate consequence within our Behaviour Policy.

A Club Leader can use consequences that are appropriate to the type of activity, such as:

- 'Time out' from the activity, sitting in a safe place.

- Giving a 'pay back' task such as tidying up while the other club members continue.

If behaviour persists and the safety, enjoyment or feelings of the other club members and/or club leaders is being affected, we would consider a temporary or permanent removal from the club. This would be decided in conjunction with the Extra-Curricular Clubs co-ordinator (Mr Riddoch), the Assistant Head with responsibility for behaviour (Mrs Coulson) and parents. More serious behaviour incidents should be reported via email so they can be logged on our system and followed up.

[rcoulson@valley.bromley.sch.uk](mailto:rcoulson@valley.bromley.sch.uk)

This email should also be used if conflict has occurred within a session and club leaders have not been able to use the Restorative Approach (see overleaf) within the time.

## Repair

If a consequence has been given, a Restorative Conversation should take place. It focuses on the harm that has been caused and ways to repair the harm and restore the relationship, allowing all people affected to move forward.

### What are the Restorative Questions?

We use Restorative Questions in response to specific incidents, whether pupil to pupil or pupil to adult. A Club Leader should speak to all the children involved and ask them a set of questions giving each child the opportunity to tell their side of the story without being judged or blamed. It is about focusing on the actions NOT the character of the person. If the child who has been harmed doesn't want to speak to the preparator at that point please report the incident so we can follow it up in school.

### The questions are:

- *What happened?*
- *How did you feel/what were you thinking at the time? How are you feeling now?*
- *Who else has been affected? How?*
- *What needs to be done to repair the harm?*
- *What could you do differently next time to prevent this happening again?*

We might also say to our pupils:

- *What would you think if this happened to you?*
- *How can we put this right?*
- *What other choice could you have made?*
- *What were you hoping/expecting would happen when you did this?*