



Positive Relationships and Behaviour Policy

PaWS Xtra

Extended Schools Provision

December 2023

Next Review: December 2025

**This policy follows the expectations within the wider school Positive Relationships and
Behaviour Policy**

PaWS Xtra Behaviour Policy

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Our Vision

At PaWS we have an ambition vision to work in partnership with families, the church and the wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life.

(John 10:10)



Governor’s Written Statement and Principles

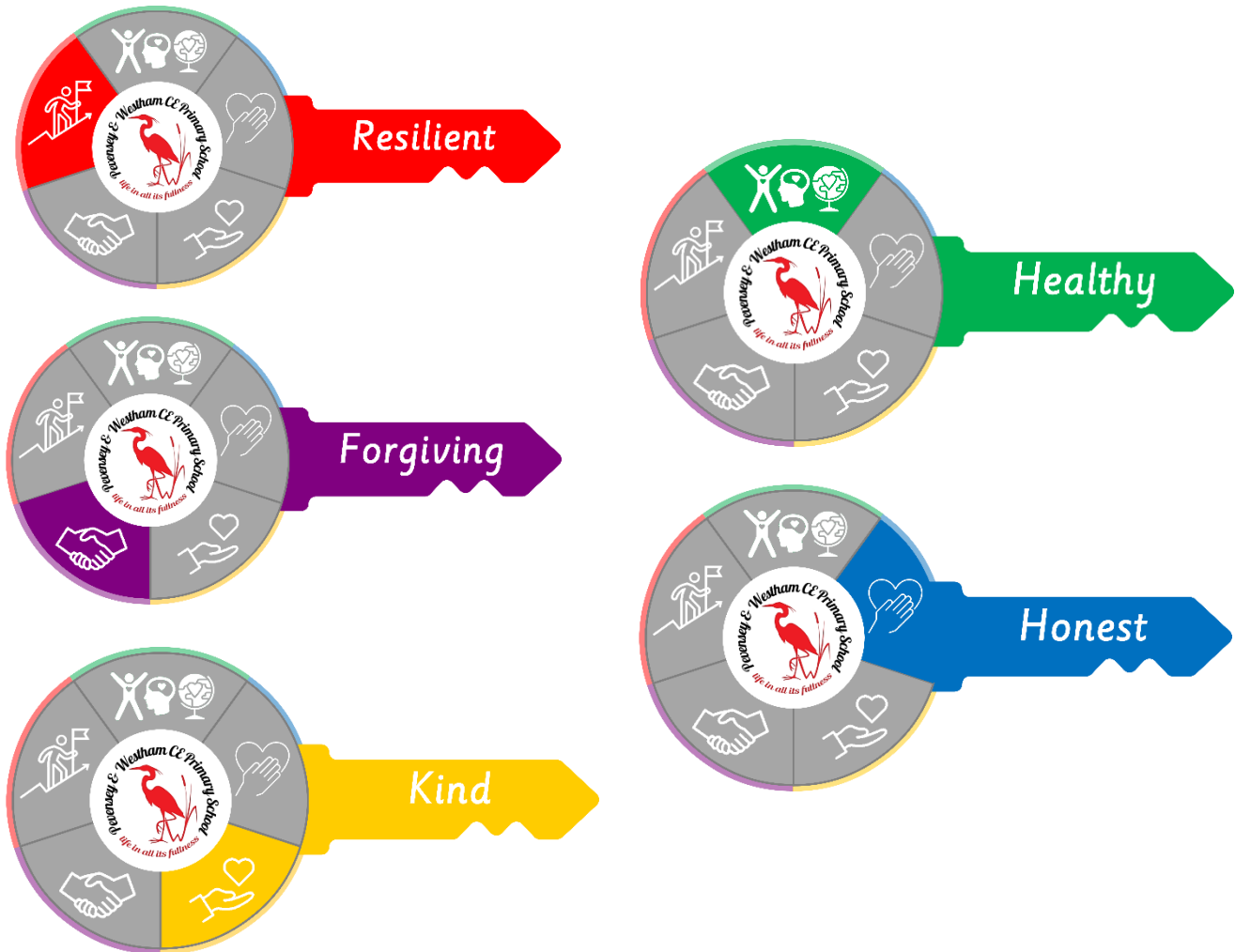
The Governors at Pevensy and Westham Church of England Primary School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. Furthermore, they are essential for pupils’ lifelong success and are key in enabling them to *flourish, reach their potential and enjoy fullness of life.*

Behaviour Principles:

- Pevensy and Westham is an inclusive school. Everyone should be free from discrimination, harassment, victimisation of any sort;
- Equity is when everyone gets what they need to achieve;
- Everyone has the right to feel safe all of the time;
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours;
- Every pupil should be educated in an environment where they feel valued, listened to and respected;
- Children should be encouraged to be accountable and take responsibility for their actions and the impact on themselves and others. They should be encouraged to make ethical choices and be agents of change;
- The school's values of being kind, resilient, healthy, honest and showing forgiveness should be central tenets to how children and staff discuss behaviour;
- Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible;
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems;
- All adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice;
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners;
- The school should work in partnership with parents and carers to develop and promote positive behaviours;
- High expectations for children's behaviour while in school should be mirrored while out of school and when online;
- The school should seek advice from appropriate outside agencies wherever necessary;
- Exclusion from school is a last resort.

Our Christian Values:

Working with pupils, parents and cares, staff and governors, we selected our Christian values which we believe provide pupils with the keys to living *life in all its fullness*.



Our School Rules:

We have three simple school rules which we expect all pupils, adults and stakeholders in the school to follow.

Be Ready

Be Respectful

Be Safe

Positive Relationship and Behaviour Policy

Pupils, staff and parents are expected to adhere to all relevant specific behaviours as laid out in the schools' Positive Relationships and Behaviour policy at all times.

<https://pevenseyschool.org.uk/statutory-info/policies>

PaWS Xtra Breakfast and After School Club

PaWS Xtra Breakfast and After School Club is committed to creating an environment where children, staff and visitors are safe and happy. The Club will work in partnership with the school and the parents to manage behaviour consistently using clear, consistent and positive strategies throughout all sessions.

We believe that children need to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour may have on other people, places and objects. The club will strive to achieve this by encouraging, teaching and modelling correct behaviour and by creating a positive environment with clear boundaries and expectations. All staff are responsible for the proactive behaviour management of children in the club.

Whilst at PaWS Xtra, we expect children to:

- Use socially acceptable behaviour
- Ensure the safety of themselves, others and club property
- Comply with the Club rules, policies and procedures
- Respect one another, accepting differences of race, gender, ability, age and religion
- Ask for assistance if needed

At PaWS Xtra, positive behaviour is managed by:

- Staff acting as exceptional role models.
- Giving the children clear expectations for behaviour and briefings at the start of sessions and activities.
- Encouraging children's ownership of their club.
- Offering a variety of play opportunities to meet the needs of the children attending the Club
- Proactive staff that spot potential issues before they escalate.
- Positive reinforcement, using positive praise and reward systems such as verbal praise, stickers, certificates and parent/teacher feedback.

It is inevitable that as children develop and learn, there are times when they need support and guidance to understand that their behaviour is not acceptable. Staff at the Club will try to determine the cause or triggers of the inappropriate behaviour to prevent the situation from recurring.

One child's behaviour must not be allowed to endanger the other children in the group by absorbing or distracting the supervising staff. Parents are expected to provide suitable detail in terms of behavioural traits of their children when registering their child or when there is a significant change.

The Club welcomes children from all backgrounds, abilities and needs. We will make reasonable adjustments and arrangements for children with special educational needs.

The Club and school will work in partnership to share information relevant to the best interests of the child.

Children will be made aware of the effects of their behaviour on others and methods of discussion and distraction shall be used when confronting behaviour issues. No undue stress shall be placed on the child in terms of humiliation, segregation or any form of physical punishment.

Parents and carers will be informed of all serious incidents. At breakfast club, behaviour notification slips may be used to communicate incidents with parents and carers. A record of all communication with parents will be made on the incident report.

Online Behaviours

Pupils are expected to behave online in the same way they do throughout the school day and in line with the school's age-appropriate user agreements.

Specific expectations which are shared with pupils are that when children go online during PaWS Xtra, they agree to:

- Only use website they are allowed to
- Be responsible (no inappropriate images or videos)
- Tell an adult if something upsets them (show unkind messages)
- Be polite, kind and sensible online
- Keep personal information private
- Be honest online

Children are provided with links to approved websites. If they wish to add to this list, children should speak to a member of the PaWS Xtra team.

<https://pevenseyschool.org.uk/learning/xtragames>

Anti-bullying

At PaWS Xtra we take all forms of conflict, friendship problems and bullying behaviour seriously. Our aims are:

- To provide a safe and secure environment for all pupils in our care.
- To create a happy atmosphere in which both parents and staff work together for the welfare of the pupils.
- Everyone is mutually valued and respected regardless of gender, race, age, beliefs and ability.
- To encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions.
- To recognise the impact of bullying on both 'the person being bullied' and 'the person bullying'
- To ensure children have the skills and strategies to resolve bullying concerns after they have left Pevensey and Westham School.

Bullying behaviour is defined as "behaviour by an individual or group – usually repeated over time – that intentionally hurts another individual or group, either physically or emotionally".

At PaWS Xtra, bullying is managed in line with the school's anti-bullying policy

<https://pevenseyschool.org.uk/statutory-info/policies>

Individual Needs

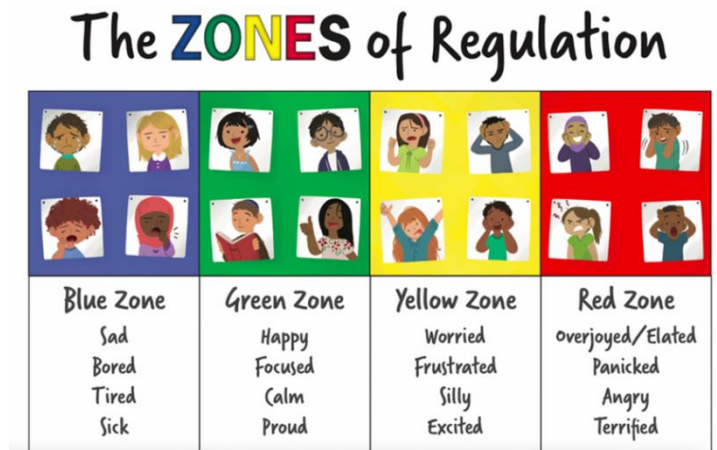
We recognise that all children are individual with unique needs. All pupils will be supported to follow and uphold the school's behaviour policy and procedures. Staff will adopt a behaviour model of high expectations underpinned by high levels of support.

The needs of all pupils can best be considered in terms of a continuum and therefore support to adhere to behaviour expectations will be given based on that continuum. Staff will make appropriate adaptations to enable all pupils (including those with SEND) to develop the skills of self-regulation, problem-solving and decision-making. When unsure, staff will seek support from the SENCo.

Zones of Regulation

At PaWS we use the Zones of Regulation approach to support children in understanding and managing their emotions, known as 'self-regulation'.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.



At PaWS, we use the Zones of Regulation throughout the whole school. We want to teach **all** of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings, we might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty.

Further information is available on the school website: <https://pevenseschool.org.uk/learning/ZOR/>

Suspensions and Exclusions

PaWS Xtra will deal with negative and inappropriate behaviour by using constructive behaviour management techniques. We will involve staff, parents and children to tackle disruptive and challenging behaviour collectively.

We acknowledge that some children will require additional support in order to achieve acceptable levels of behaviour. Where we identify a child with these needs, we will work closely with the parents or carers to deal with the inappropriate behaviour in accordance with this policy.

Where a child persistently behaves inappropriately, we will implement the following procedure:

1. A meeting will be arranged with the Club Coordinator and the parents/carers and child.
2. Staff will encourage the child to discuss their behaviour, to explain their actions and to identify

strategies for avoiding such incidents in the future. An Report Card will be drawn up and targets agreed. A date will be set to review these targets. A copy of the Report Card will be stored on file and a copy given to the parents/carers.

3. The agreed targets will be shared with all Club staff working with the child. The child's behaviour will continue to be monitored and communication with the parents will continue where appropriate.
4. A meeting will take place where the plan will be reviewed with the Club Manager, Club Leader, parents/carers and child. In the event that the behaviour does not improve, the Club reserve the right to exclude the child from the club on a temporary or permanent basis.

We will only suspend or exclude a child from the Club as a last resort, when all other behaviour management strategies have failed, or if we feel that children or staff are at risk.

Suspensions and exclusions will be fair, consistent and appropriate to the behaviour concerned, and will take account of the child's age and maturity as well as any other factors relevant to the child's situation. If appropriate, we will seek advice from other agencies.

Suspensions

Suspensions will be applied in the following situations:

- Where agreed targets have failed to improve a child's persistent, challenging and unacceptable behaviour.
- Where one child's behaviour endangers the other children in the group by absorbing or distracting the supervising staff.
- Where a child's behaviour consistently affects the good feeling within the club.
- In cases of serious behaviour incidents, where the safety of the child, others or the environment is in immediate danger or where behaviour strategies have been unsuccessful and behaviour remains unacceptable
- In the event of an extremely serious or dangerous incident, we will suspend a child with immediate effect. We will contact the parents and ask that the child be collected immediately.

The Club may temporarily suspend the child for a period of up to 15 consecutive school days. If the Club takes this step, we will discuss our concerns with the parents/carers in order to work together to promote a more desirable pattern of behaviour. This meeting will take place before the end of the suspension period in order to agree any conditions relating to the child's return to the Club.

Suspensions will be detailed in writing with a copy kept on file and sent to parents/carers.

Permanent exclusion

In exceptional circumstances, and only when all other attempts at behaviour management, as detailed in the club's Behaviour Management Policy, have failed, it may be necessary to permanently exclude a child from the setting.

If a child is excluded from the Club, the parents/carers will be given a verbal and written explanation of the issues and subsequent actions.

The parent/carer has the right to appeal to the Headteacher against the exclusion within 14 days of receiving written notification of the exclusion. The decision of the Headteacher is final and no further appeal can be made.

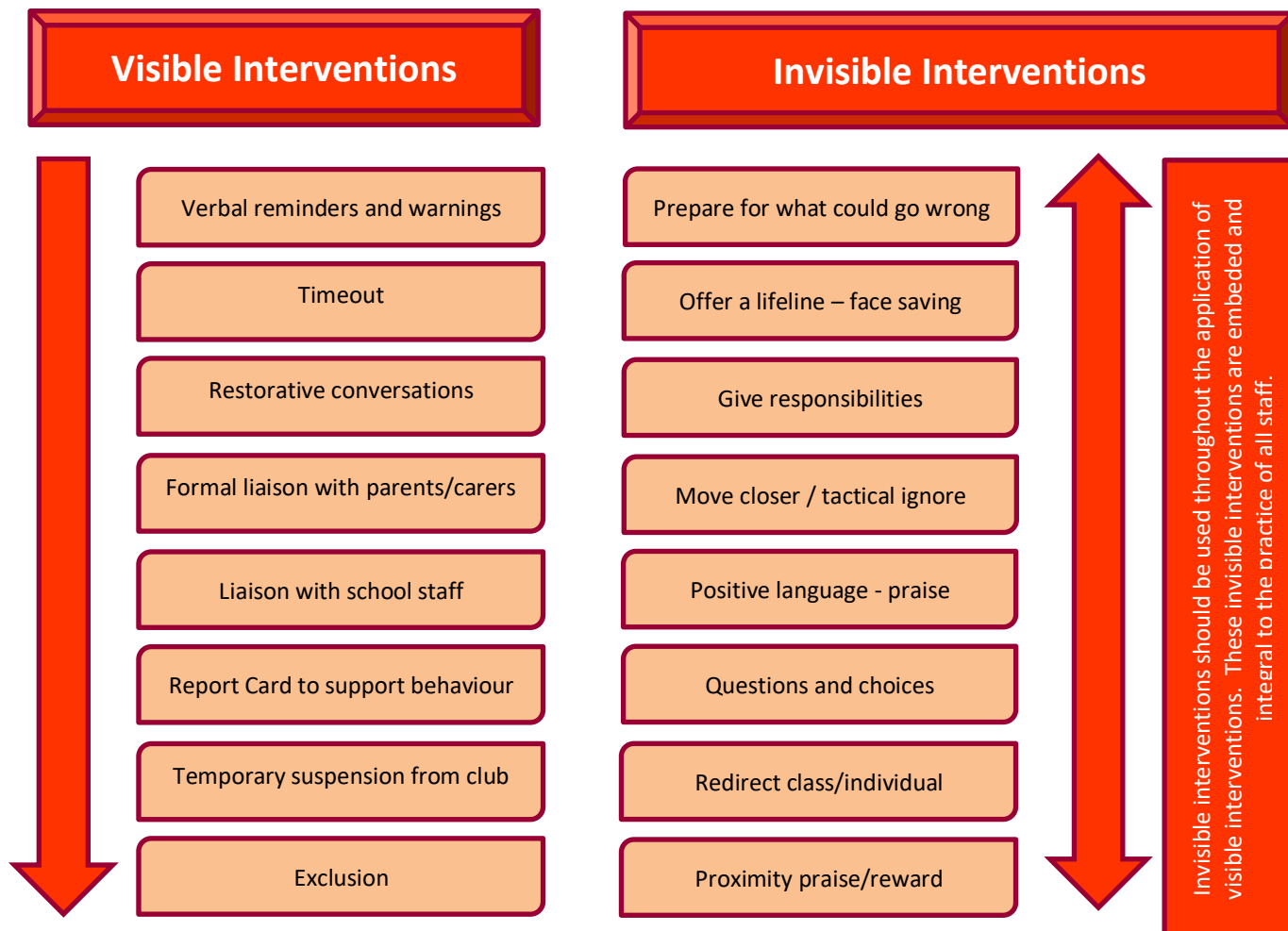
Recording Behaviour Concerns

The school has a stepped approach to behaviour concerns. For behaviours that meet Level 2 or Level 3 below, these are logged on Arbor. Behaviours linked to child-on-child abuse, discriminatory language, school refusal and online safety concerns will be recorded as a safeguarding concern.

	Level 1	Level 2	Level 3
Behaviours	Unkind, e.g., name calling, leaving children out, taking something from another pupil	Repetition of Level 1 behaviours following action	Repetition of Level 2 behaviours following action
	Rough play/boisterous games	Physical aggression, e.g., hitting, kicking, fighting	Excessive physical aggression
	Going out of bounds	Swearing	Verbal abuse to an adult
	Overly noisy	Defiance - repeatedly ignoring adult instruction	Wilful damage to property
	Low level engagement with staff	Disrespect to staff	Stealing
	Incorrect uniform	Lying	
		Disrupting others' enjoyment	Child-on child abuse including bullying, harmful sexualised behaviours
		Disrespect to school property and environment, e.g., damage, intentionally leaving a mess	Discriminatory language e.g., race, gender, religion, disability, homophobic language
Potential actions	<ul style="list-style-type: none"> Reminders about school expectations linked to the values Card system Timeout Restorative conversations Whole group intervention 	<ul style="list-style-type: none"> Phone call to parents Letter to parents Pupil Voice Work in partner class/shared area Internal support Restorative conversations Whole class intervention 	Level 3 behaviours online
			Level 2 behaviours online
			<ul style="list-style-type: none"> Phone call to parents Meeting with parents/carers Pupil Voice Pupil on monitoring report Restorative conversations SENCO support Suspension Exclusion

Visible and Invisible Intervention

It is the responsibility of all staff to manage behaviour concerns as they occur throughout the time of the Club. Early intervention is key to diffusing situations and preventing escalation. Staff should follow the formal system above consistently alongside applying less overt strategies.



Positive Handling / Physical Intervention

Staff at Pevensey and Westham CE Primary School are trained to look after pupils in their care. Staff have a duty of care to intervene in order to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically, they will follow the school's Positive Handling Policy.

The majority of pupils do not behave in an aggressive or unpredictable way; they attend our school in a way which is conducive to the smooth running of PaWS Xtra. For most incidents in school, our behaviour policy will be sufficient in managing children's behaviour. As a school we take all reasonable steps, through our policies and staff training programmes, to minimise the likelihood of restrictive physical intervention becoming necessary.

Linked Policies and Documents

Our Positive Relationships and Behaviour policy supports the following policies and documents:

- Child Protection and Safeguarding policy
- Anti-bullying policy
- Staff Code of Conduct
- Home School Agreement
- Positive Handling policy

