

HINTON ST GEORGE
CHURCH of ENGLAND PRIMARY SCHOOL

'Let Your Light Shine'



AFTERSCHOOL CLUB POLICY

Review Date: October 2020

Frequency of Review: Every Three Years

Next Review Date: October 2023

Signed _____

on behalf of the Governing Body

Hinton St George C of E Primary School

This Policy should be taken and used as part of Hinton St George Church of England School's overall strategy and implemented within the context of our vision, Instrument of Government aims and values as a Church of England School.

Policy Statement

At Hinton St George, our policy is to make after school clubs accessible to all children attending the school. We aim to ensure that our clubs welcome all members of the school community in line with the school's Equalities policy. Parental support in running after school clubs is essential to the school and this document sets out important factors which need to be implemented.

This Policy statement has been formally adopted by the governing body, in consultation with the Headteacher, and will be reviewed at the frequency recorded on this cover page.

AFTERSCHOOL CLUB POLICY

Afterschool clubs - Child/Adult Ratios

When planning for an afterschool club the following factors should be considered; will the club take place within school or on the field, are there lots of resources that need to be managed during the club and is the club open to all year groups? Therefore, a common sense approach needs to be taken with regards to adult to child ratios for afterschool clubs. This ratio will fall between 1:6 and 1:8 which is the maximum adult/child ratio. However, when clubs are run by Premier Education this ratio will be determined after discussion between the coach/instructor running the club and the Headteacher.

DBS Checks

All adults running or supporting an afterschool club must have an up to date DBS certificate. This certificate will be copied and kept in the school's DBS file (on the Single Central Record).

Afterschool Club - Locations

All afterschool clubs that are organised through school have to take place within the school premises (school building/playground/school field) or the village (e.g. for Welly Walks) and the Headteacher or a class teacher must be on site.

All Afterschool clubs that take place on the school field and are led by parents or a service provider for example, Premier Education require a Teacher or Teaching Assistant to be present at all times, and this person must hold a current Paediatric First Aid certificate.

Children attending with medical needs

Those involved in running the club must be made aware of any children with specific medical needs. The needs must be discussed with parents prior to the child taking part so that any necessary planning can be undertaken. The club will follow the

school's policy on administering medication and supporting children with medical needs.

Afterschool Clubs - First Aid

For the duration of the afterschool club (and for a club to be able to run) there must always be a Paediatric First Aid trained member of staff on site or at the field. All minor accidents are to be dealt with by the Paediatric First Aid trained member of staff on site or at the field.

If a child is seriously injured, the Headteacher must be informed immediately. If the Headteacher is not in school then one of the class teachers should be informed, and the Headteacher contacted by telephone. Parents must also be informed immediately of any serious injury to their child (including any sort of 'bump' to the head). Any injuries must be recorded in the accident book, which is kept in the office on the top shelf. The school will follow RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995) and will report any serious injuries to the Health and Safety Executive (HSE).

Injuries reportable to the HSE or the LA under RIDDOR

- Nature of injury: fatality; non-employee taken directly to hospital (whether by ambulance, car or any means); major injuries (broken bones, dislocations, loss of consciousness); injury that requires more than three days of absence from the normal work activity.

For clubs led by parents or a service provider for example, Premier Education on the school field, it is the responsibility of the Paediatric First Aid trained member of staff assisting to take to the field the First Aid Bag stored in the office.

- **Inhalers**

Children's inhalers (named) and 'Inhaler Book/Slips' are stored in the inhaler box which is in each class.

For clubs led by parents or a service provider on the school field, it is the responsibility of the Paediatric First Aid trained member of staff assisting to take children's inhalers to the field. An adult must observe a child using their inhaler and complete the 'Inhaler Book/Slip'. The completed slip must be given to the child's parent(s) at the end of the club.

For clubs taking place within the school building/playground, inhalers will be kept in the Inhaler Boxes in the child's class. If a child should need their inhaler one of the adults leading the club should escort the child immediately to their class, and the child should be observed using their inhaler. The 'Inhaler Book/Slip' should be

completed by the adult and given to the child's parent(s) at the end of the session.

Afterschool Club - Behaviour

Good behaviour is important during the school day and also during afterschool clubs. The school's behaviour policy and anti-bullying policy will apply to after school clubs. If a situation arises where behaviour is of concern during an afterschool club then the Headteacher or class teacher should be called immediately to deal with the situation. The school's Behaviour Policy (Appendix 1) and Anti-Bullying Policy (Appendix 2) is attached, and it is a requirement that it is read by all adults involved in running afterschool clubs.

Afterschool Club - Leaving Children Unattended.

- At 3.15pm when the class teacher leads the class outside, adults running the club to be in classrooms for handover, ensuring children are not left unattended.
- During an afterschool club, children must not be left unattended or sent outside on to the playground unless the adults running the club are present.

Afterschool Club - Register

The adult leading the club or the member of staff present at any afterschool club must take a register at the start of each session. (The register should be collected by the adult running the club. The register is kept in a red folder which can be found in the locked office cupboard). The register will include known conditions/allergy information and must be returned to the red file at the end of the session.

Afterschool Club – Collection and Non-Attendance

At the end of the day the member of staff on gate duty will ensure the side gate is shut and locked.

Towards the end of the afterschool club the adults running the club will instruct the children to tidy up and to gather their things ready for home time.

The children should then be instructed to wait whilst the adult running the club opens the gate and allows the parents to come into the school building to collect their child. For clubs that take place in other areas of the school premises for example, the staffroom or the field, the adult running the club will walk all of the children to the side gate (playground) or decking area at the field to handover to parents.

If a parent has made arrangements for another adult to collect their child, it is their responsibility to contact the school office on the day of the club to inform the school of the name of the adult coming to collect their child. The school secretary will then pass this information on to the class teacher who in turn will let the adult running the club know. **IF THIS INFORMATION HAS NOT BEEN RECEIVED THEN A MEMBER OF SCHOOL STAFF SHOULD CONTACT THE PARENT BY TELEPHONE BEFORE ALLOWING THE CHILD TO LEAVE THE PREMISES.**

If a child is absent from school and they are due to attend an afterschool club then the class teacher will inform the adult running the club.

If a child is in school but not staying for the afterschool club they are signed up to, parents should inform their child's class teacher/school office, and this information will be passed on to the adults running the club.

Afterschool club – Toilets

Where clubs take place on the school field children who need to go to the toilet should be escorted by an adult back to school to use the toilet. Under no circumstances are children allowed to go to toilet on the school field.

Afterschool club - Risk Assessments

The Headteacher or a class teacher will complete a Risk Assessment for all afterschool club activities. A copy will be given and discussed with the parent or service provider running the club before the club commences.

Afterschool Club - Charges

Where possible all Afterschool Clubs will be free to all children of Hinton St George Primary School. However, if there is a cost implication in running a club for example, in purchasing resources, then this cost will be transferred to parents. The school will always try to keep this cost to a minimum. This cost will need to be paid in full when parents sign their child/children up for a club, and it is non-refundable as once children have signed up to participate in the club the cost will be committed.

Afterschool Club - Footwear

Where afterschool clubs involve children changing their school footwear for outdoor or sport footwear for example, wellington boots or football boots, the adults running the club will ensure that children change their footwear on the playground.

Afterschool Club - Use of School Premises

Where afterschool clubs are run within the school building the adult running the club will ensure the room is tidied and furniture/equipment returned at the end of the session.

Afterschool Club - Fire Alarm

If the fire alarm should sound then the Headteacher or class teacher on site will escort the children out of the building via the nearest fire emergency exit to the fire assembly point on the school field, where the register will be taken.

No smoking, alcohol or drugs

The school site is a smoke, drug and alcohol-free site. This applies to after school clubs.

Insurance

The school has in place Public Liability and Employers' Liability insurance arranged through Somerset County Council. Parents involved with afterschool clubs are indemnified as volunteers under this insurance, provided they are acting on behalf of the school. The Council also provides Personal Accident insurance for volunteers.

Appendix 1 – Behaviour Policy

HINTON ST GEORGE CHURCH of ENGLAND PRIMARY SCHOOL

'Let Your Light Shine'



BEHAVIOUR POLICY

Review Date: December 2019

Frequency of Review: Annually

Next Review Date: December 2020

(updated on 11.08.2020 – amendments to appendix 1 and the addition of appendix 4 – Behaviour Principles in response to returning to school post COVID-19 closure)

Signed _____

on behalf of the Governing Body

**As a Church of England School this Policy reflects our Christian Values:
Thankfulness, Compassion, Hope/Aspiration, Perseverance, Friendship
and Respect**

RATIONALE

As a school we feel it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, respected and therefore encourage good behaviour in others. We believe that the development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the life of the school supported by curriculum content such as Personal, Social, Health and Citizenship Education and other aspects which reflect our Christian Foundation.

AIMS

We aim: to ensure care and consistency

 to be fair and be seen to be fair

 to treat all with respect

 to have clear expectations and strategies to ensure they are met

 to provide planned activities which motivate all to learn academically and socially.

HINTON ST GEORGE WHOLE SCHOOL GOLDEN RULES:

The Golden Rules and Class Rules are a teaching and learning tool which are used by the whole school community to ensure good behaviour exists.

1. We respect each other's right to learn and to do our best.
2. We show care for each other and our school.
3. We move about our school quietly and safely.
4. We always listen and respond politely.
5. We are kind and treat others as we would like to be treated.

For Class Rules See Appendix 3

INCENTIVES FOR POSITIVE BEHAVIOUR

At Hinton St George Primary School our focus is on promoting good behaviour through positive incentives. We believe it is important to have a reward system in place which celebrates all forms of social and academic achievement and effort. We wish to ensure that each child has the opportunity to experience success.

The Reward System and the Incentives towards Good Behaviour

Non verbal praise: a smile, pat on the back, thumbs up, applause

Verbal praise: we believe this is an important factor in creating a positive atmosphere which will promote good behaviour. It will be related to the Hinton St George Primary School Golden Rules and Class Rules. Praise can be given to and by everyone. It may be private or public.

Marking Policy and Display

Positive comments are used during marking by the class teacher to build on success and children's work is displayed so that it is obvious to any visitor that we are proud of the success.

Sharing

In recognition of a particular task or behaviour the pupil may share success with others:

- i the class
- ii the neighbouring class or teacher
- iii an adult chosen by the child
- iv the Headteacher
- v Parents/ wider community

Celebrating Positive Behaviour through Stickers, Team Points and Celebration Assemblies

In Woodpecker Class the children work towards stickers and in Kingfisher Class there is an online points system in place (Class Dojo) that children can be given for good work or behaviour. Within Woodpecker class they also use a marble jar for whole class rewards. In addition, individual children can be sent to the Headteacher for a Headteacher's award and each week we have a celebration assembly where a child from each class receives a 'star of the week' certificate.

Discouraging Unacceptable Behaviour and Restorative Justice

It is important to remember before we resort to our sanctions/ punishments, that we ensure a child who has misbehaved in some way is given the opportunity to make amends

The process should be:

- Understanding of what was wrong
- Understanding feelings of others
- Feeling sorry
- Problem solving to put it right
- Learning for the future

However, there is a need for sanctions if a child breaks established class/ school rules. It is our belief that sanctions consistently and firmly applied will result in clear boundaries and therefore good behaviour promoted. When a child breaks established class/school rules the incident is recorded in the Class Behaviour Folder. As well as recording the incident the action taken is also recorded. All staff are required to follow this recording process for serious behaviours.

N.B It is important at all times to criticise and target the behaviour and not the child.

Sanctions - The Three “Strike” Rule

For unacceptable behaviour, the following sequence will be used.

Praise - given to the children who are showing appropriate behaviour at all times.

Non-verbal – signal or shake of the head, look etc (the aim being to cause as little disruption as possible to learning. Positive reinforcement - first opportunity to do the right thing)

Verbal - a reminder of Golden/Class Rules and clear discussion about what needs to happen to put the situation right to avoid possible sanctions (second opportunity to do the right thing). Name moved to black cloud in Woodpecker Class.

Time out - this is the final action that results from poor behaviour following previous reminders. (Third and final opportunity to behave appropriately missed.) If the incident occurs during break or lunch time, then time out will take place on one of the benches in the playground. If a child continues to misbehave, during break or lunchtime she/he will be referred to their class teacher. If the incident occurs during lesson time the class teacher can send the child to the neighbouring class for time-out.

However, if the poor behaviour continues then the class teacher may decide that a further sanction of losing some break time is required. This time will be used by the child to reflect on why they have lost some of their break time and a short note will be written by the child to apologise for their actions.

The parents of a child who has lost some of their break or lunch will be informed the same day by the child’s class teacher. If a child frequently misbehaves the parents will be notified by a conversation or a letter signed by the class teacher. The SENDCo will be informed and behavioural advice sought if relevant. (Behaviour Plan put in place if appropriate)

For serious incidents/persistent misbehaviour;

Referral to the Headteacher.

Some behaviour may be so serious that a senior member of staff/ parents are immediately involved and involvement from the SENDCo and outside agencies is required. Behaviour such as:

- i bullying
- ii defiance/ use of bad language
- iii damaging school or others' property
- iv assaulting a member of staff - verbal or physical
- v fighting or purposely hurting another child
- vi leaving the school grounds without permission
- vii behaviour which causes an accident/ Health and Safety issue

Where an incident has not been witnessed by an adult, children are asked to explain what has happened from their own perspective; this sometimes may be through a written account. This enables staff to take appropriate action.

At this stage the parents will be contacted as exclusion (fixed term or permanent) may be necessary. Children may be excluded from planned visits due to their behaviour.

The Headteacher may decide upon an internal exclusion where the child works away from the class for a day. The child may need to be placed on the following Disciplinary Code:

1. An interview with the child and another member of staff will be held in a one-to-one situation, away from everyone else, which may result in an interview with the class teacher, the parents and the child.

2. An interview between the Class Teacher and the parents of the child. This may result in a written reporting system which will involve the parents. The length of time for these reports will be negotiable.

3. If all the above measures fail, then the Headteacher, in consultation with the Governors, Local Education Authority and outside agencies, will apply a fixed term or permanent exclusion.

Children Beyond

Occasionally some children may be beyond normal incentives and sanctions. Their behaviour may stem from physical or emotional needs which are not being met. They may be very unhappy and have a low self-esteem. In cases like this the SENDCo will be involved as well as the Behaviour Support agency. His/her parents will be involved in agreeing the Individual Behaviour Plan, which will be consistent with the principles and practices within this policy.

Conclusion

The Behaviour Policy has been written in order that we can manage the behaviour in our school in the best possible way. If it is to be effective everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply.

APPENDICES

Procedures:

Appendix 1

Daily Routine

School starts at 8.45am however children are welcome to attend a Wake and Shake session (children will have activities in class initially in September 2020 due to guidance on the mixing of bubbles) from 8.30am.

It is the responsibility of parents to supervise children who remain on the playground until school officially starts at 8.45am (due to guidance on re-opening, parents will not be allowed on the school site in September 2020 so will have to remain outside with their children if they do not wish to leave their child before 8.45am).

Appendix 2

Procedures for Playtimes

All children will line up in the morning at playtimes and lunchtimes, in designated areas.

Teachers or Learning Support Assistants will collect their children and walk them to classrooms after morning and afternoon breaks.

Mealtime Assistants will line the children up and wait for staff to collect the children to return to their classrooms.

An adult clapping hands means stand still, the ringing of the bell means line-up.

Appendix 3

Hinton St George Primary School Class Rules:

Woodpecker Class Rules (Class Charter):

1. Walk and talk inside.
2. Keep our hands and feet to ourselves.
3. Be kind to everyone.
4. Look after our belongings.
5. Always try our best.

Kingfisher Class Rules:

1. Treat each other with respect, be polite and help one another.
2. Keep your hands and feet to yourself.
3. Treat others how you would like to be treated.
4. Keep our classroom clean and tidy.
5. One person speaks at a time.
6. No running in the classroom.
7. Put your hand up if you would like to speak.
8. Be the best that you can be!

Appendix 4

Behaviour Principles – returning to school, September 2020 (post COVID-19)

These are in addition to the school's established rules and behaviour policy.

The expectation is that these guidelines/new systems are shared with the children at home and school in a sensitive way to keep the children safe without upsetting or frightening them.

❖ *Following altered routines for arrival and departure*

Your child has a specific entrance (Woodpeckers – side gate; Kingfishers – front door to classroom) in which they need to arrive and be collected from school. Only pupils can enter the school site. When arriving at school in the morning, please line up 2 metres apart along the pathway/road. A member of staff will be there to welcome your child. At the end of the school day, please line up along the pathway/road 2 metres apart. Your child will be brought out to you.

❖ *Following school instructions on hygiene (handwashing and sanitising)*

Signs, soap and sanitiser will be visible and available throughout the day and regular reminders will occur.

Children will be expected to wash their hands:

- When entering the building, before touching anything.
- At the end of the school day, before leaving.

In addition, children need to wash or sanitise their hands regularly throughout the day including:

- Before eating
- Before and after breaktimes.
- After using the toilet
- After coughing into their hands
- After sneezing or blowing their nose

❖ *Following instructions on who pupils can socialise with at school*

Children will be split into class bubbles. These bubbles will not mix.

❖ *Moving around the school as per specific instructions (e.g. one-way systems)*

Children will be expected to follow instructions from the adults in their group and will not move outside their bubble unless specifically directed to.

❖ *Expectations about sneezing, coughing, tissues and disposal ('Catch it, Bin it, Kill it') and avoiding touching their mouth, nose and eyes with hands*

Signs will be visible and staff will remind the children.

❖ *Tell an adult if you are experiencing symptoms of Coronavirus*

An isolated area in the school (decking area) will be made available for anyone who is showing signs. The member of staff supervising the child whilst waiting to be collected will be wearing full PPE, including a face shield.

Parents must inform the school immediately if their child shows any signs of Coronavirus - see latest information on symptoms at:

<https://www.nhs.uk/conditions/coronavirus-covid-19/>

❖ *Rules about sharing any equipment or other items, including drinking bottles*

Children need to bring their own water bottle and use the resources their teacher has given them to use. Only a water bottle, school reading book, lunch and coat should go home/come into school each day.

❖ *Amended expectations about play times, including where children may or may not play*

The children will play and eat in their bubbles in designated areas. Playtimes and lunches will be staggered so bubbles do not come into contact with one another.

❖ *Use of toilets*

Only one child will be allowed to leave a bubble to use the toilet and hands must be washed after. Each bubble has an allocated toilet to use.

❖ *Clear rules about coughing or spitting at or towards any other person*

This is not acceptable and any child doing this or behaving in a way that risks another person's health **intentionally** will be sent home until they can behave safely. Individual risk assessments will be carried out for any child we deem necessary in order to safeguard them and others.

❖ *Clear rules for pupils at home about conduct in relation to remote education*

Children who continue to need to shield at home are expected to continue with their remote learning under the direction of the class teacher. Should a bubble/the school go into lockdown for any reason, remote learning will resume via Google Classroom. All children will be expected to engage in this.

❖ *Rewards and sanctions where appropriate*

We will continue to follow our usual rewards and sanctions as stated in our behaviour policy. Celebration worship will not happen as a whole school, but children will still receive 'Star of the Week' certificates and 'Headteacher Awards'.

Appendix 2 - Anti-Bullying Policy

HINTON ST GEORGE CHURCH of ENGLAND FIRST SCHOOL

'Let Your Light Shine'



ANTI-BULLYING POLICY

Date of adoption: April 2020

Frequency of Review: Annually

Next Review Date: April 2021

Signed _____

on behalf of the Governing Body

Hinton St George CE First School

This Policy should be taken and used as part of Hinton St George Church of England School's overall strategy and implemented within the context of our vision, Instrument of Government aims and values as a Church of England School.

This Policy statement has been formally adopted by the governing body, in consultation with the headteacher, and will be reviewed at the frequency recorded on this cover page.

INTRODUCTION

Bullying is persistent words or actions taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

Bullying may take many forms – physical assault, verbal abuse (racist/sexist/homophobic etc), cyber bullying, exclusion, being undermined etc. Persistent bullying can severely inhibit a child's ability to learn effectively.

RATIONALE

Bullying is not acceptable and damages individual children. We will do all we can to prevent it by developing a school ethos in which bullying is not tolerated.

We aim to:-

- Produce a safe and secure environment where everyone can learn about anxiety.
- Produce a consistent school response to any bullying incidents that may occur.
- Make all those connected with the school aware of our opposition to bullying.
- Make clear each person's responsibilities with regards to the eradication of bullying in our school.

The Role of Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place, and that any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body requires the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request the effectiveness of anti-bullying strategies. Governors will monitor the frequency of bullying incidents and regularly review the effectiveness of the school policy.

The governing body will respond as soon as possible and within a maximum of ten days to any request from a parent to investigate an incident of bullying. The governing body will notify the Headteacher and ask her to conduct an investigation before reporting back to a representative of the governing body.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher will report to the Governing body about the effectiveness of the Anti-Bullying policy on request.

The Headteacher, and all staff, ensure that all children know that bullying is wrong and that it is unacceptable behaviour in our school. The Headteacher, and all staff, use appropriate opportunities to highlight the issue e.g. Collective Worship or PSHE sessions may be used to discuss incidents which have happened or to raise general awareness of bullying and the principles behind the Anti-Bullying Policy.

The Headteacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. We believe that when children feel they belong to a friendly and welcoming school, bullying is far less likely to happen.

The Headteacher ensures that opportunities are taken up for engagement in National or Local Anti-Bullying initiatives, for example the National Anti-Bullying Week, and that parents are made aware of the focus through providing information in the School's Newsletter or through posters around the school.

The Role of Teachers

Teachers do their utmost to support all the children in their class and establish a climate of trust and mutual respect. By praising, rewarding and celebrating the success of all children we aim to prevent incidents of bullying.

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep records of incidents that happen in their class in their 'Class Record' book and all staff are responsible for reporting incidents that happen while on duty in the playground to the child's class teacher or if necessary the Headteacher (or the senior teacher in her absence).

Dealing with Incidents

If we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of bullying and punishment for the child who has carried out the bullying. We also follow the principles of Restorative Justice and encourage the child who has bullied to show empathy for the victim, to recognise that their behaviour is unacceptable and understand the negative impact their bullying behaviour is having on the victim. If a child is repeatedly involved in bullying other children or an incident is of a serious nature, the child's parents will be invited into the school to discuss the situation and in more extreme cases, or where these discussions have proven ineffective, the

Headteacher may contact external support agencies or discuss further action to be taken with the Chair of Governors.

Training and regular updates will be provided for teachers to enable them to become equipped to deal with incidents of bullying and behaviour management.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If the situation is not resolved, they should arrange a meeting with the Headteacher to discuss the matter more fully.

Parents have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school community.

Monitoring and Review

This Policy is monitored regularly by the Headteacher, who reports to governors about the effectiveness of the Policy on request.

This Anti-Bullying Policy is the governor's responsibility and they should review its effectiveness annually. This may be by examining the 'Class Behaviour Folder' and by discussion with the Headteacher. Governors may also wish to analyse this information with regard to gender, age and ethnic background of all children involved in bullying incidents.