

 Killorglin Community Childcare Centre CLG		AFTERSCHOOL - CODE OF BEHAVIOUR POLICY	
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PREPARED BY:  Centre Manager	Date: 30/3/25
APPROVED BY:  Board of Directors	Date: 15/5/25

This policy outlines what our afterschool services are and how they operate in Scamps and Scholars Childcare centre.

Rationale:

Scamps and Scholars afterschool services provide children with a safe, enjoyable, supportive environment, where the children are involved in a variety of activities, dinner is provided, and some time is given to allow for written homework to be completed. We do try to provide some external or externally lead extra curriculum activities periodically throughout the week and throughout the school year, to ensure that we engage the interests of the children in our care.

Structure of Afterschool:

- The schoolchildren are normally collected from the local school at 1.40pm (junior and senior infants classes) and at 2.40pm (all other classes).
- They will arrive at the centre thereafter and bags will be stored, and clothes can be changed where this is appropriate.
- There is some "down time" for the children to "chill" until dinner-time.
- Dinner will follow this at about 3pm. Also note that all food will follow our healthy eating policy to ensure that the children in our care will eat nutritious and wholesome food.
- Once dinner has been completed there will be an allocated time to complete written homework from approx. 3.20pm – 4pm.
- From 4pm until 5.00pm approximately the children will engage in an organized activity or will participate in free play.

Please note that this schedule is somewhat flexible to meet the needs of the children as a group on a particular day or week. Also, it is **not** possible for us to adjust the overall schedule to adapt for one child. It is difficult if not impossible to make such bespoke arrangements and for us also to meet our ratio obligations.

We work on a ratio of 1:12 in afterschool - that is one staff member for every 12 children.

The standard operational and administrative requirements and policies and procedures apply to the after-school sections.

Time booked rather than time used will be charged for in all circumstances. You can make permanent adjustments to your child's attendance with two weeks' notice in writing. It is normal and required that such changes be signed for in the child's registration form. Changes notified and not signed off on the child's registration form could still be charged for.

If there is a change in the normal collection of your child you **must inform** the centre so that change can be logged in the afterschool Passover book. This is critical to the smooth operation of this service and safe guards the integrity and health and safety of all children when we are off site to facilitate collection. It is preferable to make such notifications in writing/email.

We always liaise with the local primary schools and align our afterschool calendar with their school term calendar as much as possible. However, there may be occasions where particular days of closure in the school cannot be accommodated at Scamps and Scholars due to those days being unscheduled, etc. We will work closely with parents through these days to ensure the least complications arise but would ask that parents have a "plan B" should the need arise when we cannot take your child as required.

Code of Behaviour:

It is our vision to provide a happy and secure environment, which is conducive to the learning, relaxation, activity and personal development and independence of each child. To help us achieve this vision the support and co-operation of pupils, parents and staff is essential.

Our guiding vision is to inculcate in each pupil a sense of belonging to and pride in Scamps and Scholars. Pupils, parents and staff are expected to uphold the ethos of the centre in a spirit of co-operation and partnership. Scamps and Scholars places great emphasis on encouraging positive behaviour in pupils. Good behaviour is based on good relations among parents, children and the staff. We agree that a high standard of behaviour requires a strong sense of community within the centre and a high level of co-operation among staff, parents and pupils. Every effort will be made to ensure that the Code of Behaviour is implemented in a reasonable, fair and consistent manner where the limits of behaviour are clearly defined.

The over-riding principle governing this code is respect - respect for ourselves and for others, our own and others' property and for the environment. Each staff member has the responsibility for the maintenance of good behaviour and good order within the classroom while sharing a common responsibility for good behaviour within the centre premises. Parents/guardians can support the centre by encouraging their children to understand the need for some rules and by communicating any relevant concerns to the centre.

Scamps and Scholars also acknowledges that we are not a home environment, and equally we are not a school environment but find ourselves sitting somewhere between both of these. We are always open to evolving and changing to accommodate the greater needs of the children in our care.

Aims of the Code of Behaviour:

- To create a positive environment that encourages and reinforces good behaviour and fun safe experiences.
- To create a positive and safe environment for relaxation and some activity.
- To facilitate the education, development and independence of every child.
- To encourage students to take personal responsibility for their learning and for their behaviour.
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights and needs of others.
- To help young people to mature into responsible participating citizens.
- To promote self-esteem and positive relationships of mutual support among students, staff and parents.
- To ensure consistency of response to both positive and negative behaviour.
- To ensure that the centre's high expectations for the behaviour of all the members of the centre's community are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Restorative Practice:

Restorative Practice is at the core of our centre's policy for this section. This is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it, so as to help heal broken relationships and prevent reoccurrence. It gives the children an opportunity to take responsibility for their own behaviour.

Pupil Behaviour in Class:

Children will be supported in being courteous and respectful in class. In saying that, we acknowledge that some children will need additional support in this regard. Children will also be encouraged to make their needs known to the teacher as this can help the teacher to support them.

Pupils, however, should respect the right of other pupils to learn, participate or relax and indeed differ in opinion on matters. Disrespectful behaviour towards another pupil or towards a teacher or another member of staff is not acceptable.

With that in mind we would offer the following guidance to achieve the end goal:

- Use good manners at all times -respect, honesty, consideration and responsibility for ourselves and for one another.
- Always do your best and allow others to do the same.
- Feel free to raise your opinion on matters but equally listen to others who may have a different opinion
- Take good care of personal and classroom property.
- Ensure you are safe in class and make it safe for others.
- Do not use profane or derogatory language.

At the beginning of each year, the section will meet and the children will discuss the need for and devise a list of class expectations/rules. These will be few in number, positively phrased, and displayed in a prominent position in the classroom where all the children can see them. Where possible a visual cue should accompany the text of the rules/expectations. These should be referred to regularly throughout the year by the staff.

- Pupils should treat others as they would like to be treated themselves.
- Any behaviour which endangers or offends others is not permitted.
- Rough behaviour, e.g. fighting, kicking, spitting is forbidden.
- Games or activities considered to be dangerous are not allowed.
- Any behaviour which interferes with other pupils play is not permitted.
- Pupils may not leave the centre for any reason without permission of the supervising staff member - this includes re-entering the school building without permission.

Staff Input into Positive Outcomes:

Staff should understand that we are operating in a space that is neither the school environment nor indeed a home environment. It can be challenging to create the correct atmosphere to achieve positive outcomes for all involved.

It must also be acknowledged that this section of our service tends to be an evolving service type, and we must respond on a daily, weekly and monthly basis to ensure that we meet this challenge.

The following are some examples of how positive behaviour may be acknowledged.

- A verbal acknowledgement of the effort and of good behaviour.
- A mention to parent (written or verbal.)
- A word of praise in front of a group or class.
- A visit to another member of Staff or to the Managers office to acknowledge the positive behaviour/effort.
- Giving a star or other merit sticker if appropriate.
- Delegating some special responsibility or privilege to the pupil.
- Additional 'Golden Tasks' given to preferred activity chosen by the child or class.

Dealing with Misbehavior:

Although every effort will be made in advance of a child reaching a point of misbehavior, should the situation arise, the following principles will be applied to achieve a positive outcome from same:

- The staff or the supervisor deals with all everyday instances of a minor nature.
- For repeated incidents of minor misbehavior or for incidents of a more serious nature, parents will be contacted at an early stage so that they can support their child in bringing about a change of behaviour.
- All staff are aware of the importance of using a 'Restorative Practice' approach when attempting to resolve incidents of misbehavior. When using this approach, the child will be reasoned with and given an opportunity to reflect on how his/her behaviour is affecting others or affecting his/her own learning.
- It may be necessary for all involved to write down the main points and try and find a way to move the issues forward in agreement.
- The child will be praised for his/her effort in changing behaviour. If the staff member perceives that the child is having difficulty in changing behaviour, the staff member should access support from other members of staff/supervisor or management team.
- Every effort will be made by the teacher and other staff members to 'catch the child being good.' Visual reinforcement for younger children (stickers, stars) may also be useful with some children. This will allow them to see their progress in their notebook/chart.
- The staff will record cases of repeated minor misbehavior and incidents of a more serious nature individually in the child's file. This will allow the centre to track an individual student's behaviour and to check whether efforts to change behaviour are working. All interventions aimed at helping the student to deal with unacceptable behaviour will be recorded, including contact with parents. Any paperwork generated in relation to this matter will be retained in the child's file.

Sanctions:

Sanctions, if required, should be used at all times in a respectful way that helps students to understand the consequences of their behaviour and to take responsibility for changing that behaviour. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupil devise strategies for this. The following steps may be taken when a child behaves inappropriately:

- Reasoning with the pupil, stating inappropriate behaviour and advice on how to change his/her behaviour. Use of a reflective log may be of benefit at this stage.
- Contact parents - agreed plan of action put in place.
- Change of specific behaviour rewarded.

- Verbal reprimand including advice on how to improve.
- Prescribing of additional suitable work.
- Temporary separation from peers within class.
- Temporarily removing of student from the classroom to another classroom or supervised location for a short period.
- Parents/guardians will be informed and support sought.
- Loss of privileges (external activities).

Responsibilities:

The Manager is expected to:

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for a review of the code every three years at a minimum.
- Support the children, staff and parents to achieve positive outcomes.

Centre Staff are expected to:

- Support and implement the school's Code of Behaviour.
- Be cognisant of their duty of care.
- Create a safe, welcoming atmosphere for their pupils.
- Praise desirable behaviour.
- Facilitate pupils to reach their full potential.
- Be courteous, consistent and fair with pupils and parents.
- Keep opportunities for disruption to a minimum.
- Keep record of serious/gross misbehaviour or repeated instances of minor misbehaviour.
- Provide support for colleagues.

Parents/Guardians are expected to:

- Ensure their children attend the centre as booked and collect them on time.
- Encourage their children to follow the centre's Code of Behaviour.
- Make an appointment beforehand if they need to see a staff member.
- Treat all members of the centre's community with respect.
- Provide a notification for all absenteeism.
- Inform class staff of any change to collection procedure for their children.
- Co-operate with staff in instances where their child's behaviour is causing difficulty to others.
- Communicate to the school problems which may affect their child's behaviour.

Expectations by staff – staff can expect to:

- Be treated with respect.
- Operate in a well-maintained physical environment relatively free from disruption.
- Get support and co-operation from colleagues and parents in order to achieve the centre's aims and objectives.
- Be listened to and participate in decision-making which affects their own work and that of the centre in general.
- Work in an atmosphere that encourages professional development.
- Get support and professional advice from the Board of Management, Deputy Manager and the manager.

