

creative ✦ active ✦ lives

CHILD BEHAVIOUR POLICY & PROCEDURES

Version No. 6
Dated: 2nd June 2026

Purpose

This policy sets out how Creative Active Lives promotes positive behaviour and responds to behaviour that causes concern across all of our provision, including in-person sessions, holiday activities, online clubs and HAF schemes.

We work with children and young people with a wide range of strengths, needs and experiences. We recognise that behaviour is often a form of communication. Dysregulation, overwhelm, anxiety, unmet need or communication differences can all influence how a child behaves.

Our role is to create safe, inclusive spaces where children feel respected, understood and supported to succeed.

At the start of sessions, Leaders will remind children of our behaviour expectations in an age-appropriate and accessible way.

For HAF provision, our behaviour code is included within the consent process so that children and parents understand expectations and what will happen if behaviour causes concern.

This policy aims to:

- Clearly define acceptable and unacceptable behaviour
- Promote kindness, cooperation, honesty and respect
- Create an environment where self-esteem and confidence can grow
- Encourage children to recognise and respect the rights of others
- Support children to take responsibility for their actions
- Set out clear and fair responses when behaviour falls below expectations

We do not use physical punishment, humiliation or shaming.

Exclusion is always a last resort.

Reasonable adjustments will be made wherever possible to support children with additional needs.

CODE OF BEHAVIOUR

Shared expectations for children and young people

Do:

- Be kind and supportive
- Be friendly and welcoming

- Listen to others
- Be helpful
- Use good manners
- Treat everyone with respect
- Take responsibility for your actions and be willing to make things right
- Speak to staff if something worries you
- Follow the rules and the law
- Join in and have fun

Do not:

- Be disrespectful
 - Bully others, online or offline
 - Intimidate others
 - Be verbally or physically abusive
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PROCEDURES FOR STAFF

We respond to behaviour calmly, consistently and proportionately.

Step 1: Reminder and Support

If a child behaves in a way that does not meet our expectations, staff will:

- Calmly remind them of the behaviour expected
- Offer support and guidance
- Give processing time
- Help them identify a different choice

The aim at this stage is reflection and support, not punishment.

Step 2: Formal Warning

If behaviour continues, or if the incident is more serious:

- A clear formal warning will be given
- The incident will be recorded in the incident log
- The session lead or designated safeguarding lead will be informed
- Parents or carers may be informed where appropriate
- A supportive conversation will take place with the child to identify what happened and what support is needed

Reasonable adjustments must be considered at this stage.

Step 3: Final Warning or Removal from Session

If behaviour continues despite support:

- A final warning may be issued
- The incident will be recorded
- Parents or carers will be contacted
- A child may be asked to be collected from the session

Decisions will be proportionate and focused on safety for all.

Child Protection Procedures

If behaviour raises safeguarding concerns, suggests a child may be at risk, or presents a serious risk of harm to others, staff must follow Creative Active Lives safeguarding procedures immediately and report to the Designated Safeguarding Lead.

Patterns of behaviour will be monitored and reviewed to ensure appropriate support is in place.

PROMOTING POSITIVE BEHAVIOUR

We prioritise prevention over reaction.

Staff should:

- Set clear, consistent expectations at the start of sessions

- Involve children in shaping group agreements where appropriate
- Use public praise and private correction
- Aim for a strong ratio of positive recognition
- Acknowledge feelings and use emotion coaching
- Offer structured choices
- Maintain consistency in tone and expectations
- Model respectful behaviour
- Listen carefully and avoid overreacting
- Monitor the group and pre-empt escalation
- Provide additional check-ins for children who need support with focus
- Identify trigger points such as transitions and manage these calmly
- Use a calm voice and avoid shouting or intimidation

Behaviour improves when children feel safe, understood and connected.

H.E.L.P Emotion Coaching Strategy

Staff are encouraged to use emotion coaching language.

H – Highlight the emotion

“I can see you’re feeling frustrated.”

E – Empathise

“It’s okay to feel frustrated.”

L – Limit setting

“But we cannot hurt others or damage equipment.”

P – Problem solve

“Next time you feel like that, you could ask for help or take a break.”

De-escalation Guidance

- Allow cool down time for both the child and yourself
- Stay assertive but calm
- Use minimal, clear language
- Avoid bringing up past incidents
- Focus only on the present behaviour
- Repair and rebuild the relationship later in the session
- Never discuss a child's behaviour publicly or in front of peers

Every interaction should preserve dignity.

Policy Review

This policy will be reviewed annually, or sooner where there are changes to legislation, statutory guidance, safeguarding requirements, recruitment practices, or organisational structure.

Last reviewed: 2nd June 2026

Next review date: 2nd June 2027

Approved by: Rachel Conlisk
Director
Creative Active Lives CIC