



Brynteg Tigers Out of Hours Club Behaviour Management Policy

Policy Approved by: Michelle Firth

Policy Reviewed: September 2026

Next Review Due: September 2027

Responsible Individual: Michelle Firth

Policy Applies to: All staff, volunteers, parents, carers, visitors, and children attending the setting.

1. Policy Statement

Brynteg Tigers Out of Hours Club promotes positive behaviour through respect, relationships, and emotional understanding. We believe behaviour is a form of communication and that children thrive in environments where they feel safe, valued, and understood.

Our approach:

- Encourages positive relationships and mutual respect.
- Supports children's social, emotional, and behavioural development.
- Uses trauma-informed and inclusive strategies.
- Is fair, consistent, and age-appropriate.
- Never uses physical punishment, humiliation, or unsafe exclusion.
- Prioritises safeguarding and wellbeing at all times.

This policy applies to all children aged 2–11 and everyone working with or visiting the club.

2. Legal & Regulatory Framework

This policy follows:

- Child Minding and Day Care (Wales) Regulations 2010
- National Minimum Standards for Regulated Childcare (CIW)
- Social Services and Well-being (Wales) Act 2014
- Welsh Government Guidance on Positive Behaviour Support (2024 update)
- Keeping Learners Safe (2024–2026 updates)
- ALN Code (Wales)
- UNCRC
- UK GDPR & Data Protection Act 2018
- All Wales Child Protection Procedures (2023, with 2024–2026 updates)

3. Aims

- Create a safe, welcoming, and inclusive environment.
- Encourage empathy, respect, kindness, and responsibility.
- Support children to understand and regulate their emotions.
- Prevent challenging behaviour through proactive strategies.
- Respond to incidents calmly, fairly, and consistently.
- Ensure behaviour concerns are recorded, monitored, and linked to safeguarding where appropriate.

4. Roles & Responsibilities

Responsible Individual

- Ensures policy implementation and annual review.
- Monitors behaviour incidents and emerging patterns.
- Supports staff through training, supervision, and reflective practice.

All Staff & Volunteers

- Model calm, respectful behaviour.
- Build trusting relationships with children.
- Use proactive strategies to prevent conflict.
- Record significant incidents and inform parents when appropriate.
- Report safeguarding concerns or low-level concerns about staff behaviour.

5. Promoting Positive Behaviour

We use a range of positive strategies:

- **Clear expectations** — simple, age-appropriate rules.
- **Positive reinforcement** — praise, certificates, stickers, recognition.
- **Role modelling** — staff demonstrate respect, listening, problem-solving.
- **Choices and control** — offering options to reduce frustration.
- **Consistent routines** — helping children feel secure.
- **Emotion coaching** — naming feelings, co-regulation, problem-solving.
- **Visual supports** — timetables, social stories (where appropriate).
- **Calm spaces** — designated areas for children to regulate safely.

6. Trauma-Informed Practice

We recognise that behaviour often communicates unmet needs or emotional distress.

Staff:

- Respond with empathy and understanding.
- Avoid practices that escalate fear or shame.
- Support children to regulate through co-regulation, sensory tools, and calm spaces.
- Consider ACEs, anxiety, neurodiversity, and environmental triggers.

7. Managing Challenging Behaviour

When behaviour becomes unsafe or disruptive, staff will:

- **Stay calm** — avoid shouting or confrontation.
- **Assess safety** — remove other children if needed.
- **Remind expectations** — e.g., “We use walking feet inside.”
- **Redirect** — offer alternative activities or calming strategies.
- **Use natural/logical consequences** — e.g., removing a toy that is thrown.

- **Provide reflection time** — short, supportive breaks (not “naughty step”).
- **Record incidents** — if harm occurs or behaviour is persistent.
- **Inform parents/carers** — for repeated or significant incidents.
- **Inform the DSP** — if behaviour raises safeguarding concerns.

8. Bullying, Online Behaviour & Child-on-Child Abuse

Bullying includes physical, verbal, relational, or online behaviour that causes harm.

We:

- Treat all bullying as a safeguarding concern.
- Record incidents and patterns.
- Inform parents where appropriate.
- Follow All Wales Child Protection Procedures for harmful sexual behaviour (HSB).
- Challenge discriminatory, gender-based, or prejudicial behaviour.

9. Physical Intervention & Restraint

Physical intervention is **only used as a last resort** to prevent immediate harm.

It must be:

- Reasonable
- Proportionate
- Time-limited
- Recorded immediately
- Reported to the DSP
- Shared with parents/carers the same day

10. Prohibited Practices

CIW strictly prohibits:

- Corporal punishment (smacking, hitting, shaking).
- Deprivation of food or drink.
- Emotional humiliation, ridicule, or threats.
- Isolation without supervision.
- Inappropriate restraint.
- Any practice causing physical or emotional harm.

11. Support for Children with Additional Needs (ALN)

We follow the ALN Code (Wales) and work with families and professionals to provide:

- Reasonable adjustments
- Individual behaviour support plans (if needed)
- Visual supports, sensory tools, and adapted communication
- Multi-agency collaboration (e.g., ALNCo, Educational Psychologist, SALT)

Behaviour concerns may indicate unmet ALN needs and will be monitored accordingly.

12. Recording & Monitoring

We record:

- Significant incidents
- Harmful behaviour
- Patterns or triggers
- Physical intervention
- Bullying or child-on-child abuse
- Safeguarding concerns

Records include date, time, what happened, who was involved, and actions taken. The Responsible Individual/DSP reviews logs regularly to identify patterns or additional support needs.

Records are stored securely and retained in line with UK GDPR.

13. Partnership with Parents & Carers

We:

- Share this policy with families.
- Communicate behaviour expectations clearly.
- Work together on consistent approaches.
- Inform parents promptly of persistent or serious incidents.
- Share behaviour support plans where appropriate.

14. Low-Level Concerns About Staff

Any concern about staff behaviour — even if low-level — must be reported to the Responsible Individual or DSP.

Examples include:

- Over-familiarity
- Inconsistent boundaries
- Unprofessional language
- Inappropriate joking
- Behaviour that “feels uncomfortable”

Concerns are recorded, reviewed, and escalated if necessary.

15. Staff Training & Reflection

All staff receive:

- Behaviour management induction
- Safeguarding training
- Annual refreshers (best practice)
- Opportunities for reflective practice during staff meetings
- Training in trauma-informed practice, de-escalation, and inclusive strategies

16. Review

This policy will be reviewed annually or sooner if guidance changes or concerns are identified.