



Positive Behaviour Policy

Organisation: Kids Adventure Days Ltd

Designated Safeguarding Leads (DSLs): Zara Bouait & Nick Komey

Emergency Contact Number: 07555 539376

Policy Owner: Kids Adventure Days Ltd

Last Reviewed: October 2026

Next Review: October 2027

Review Frequency: Annually, or sooner following a significant behavioural or safeguarding incident, change in guidance or significant change to Kids Adventure Days operations

Version: 2.0

1. Policy Statement

Kids Adventure Days Ltd is committed to providing a safe, welcoming, inclusive and positive environment in which children feel respected, supported and able to enjoy their activities.

We recognise that children's behaviour is a form of communication and can be influenced by factors including age, development, SEND, communication needs, emotional wellbeing, environment and individual circumstances.

Our approach is based on:

- Positive relationships.

- Clear and age-appropriate expectations.
- Consistency.
- Praise and encouragement.
- Understanding individual needs.
- Early intervention.
- De-escalation.
- Restorative approaches where appropriate.
- Working collaboratively with parents/carers and schools.

Children will always be treated with dignity and respect.

Physical punishment, humiliating treatment, intimidation and degrading punishment are prohibited.

2. Scope

This policy applies to all children attending Kids Adventure Days provision, including:

- After-school care.
- Extra-curricular clubs.
- Holiday provision.
- Events and children's activities.
- Indoor and outdoor activities.
- Activities delivered at schools and other venues.

It applies to all employees, volunteers, contractors, activity leaders and other individuals responsible for supervising children.

3. Aims

Kids Adventure Days aims to:

- Create an environment where children feel safe and respected.
- Promote positive behaviour.
- Help children understand appropriate boundaries.
- Encourage kindness and respect.
- Respond consistently to challenging behaviour.
- Understand the reasons behind behaviour where possible.
- Prevent bullying and discriminatory behaviour.
- Support children to regulate their emotions.
- Make reasonable adjustments for children with SEND.

- Protect children and staff from harm.
- Work constructively with parents/carers and schools.

4. Expectations of Children

Children will be encouraged to:

- Treat others with kindness and respect.
- Listen to reasonable instructions from staff.
- Use appropriate language.
- Respect other children's personal space.
- Respect equipment and property.
- Participate safely in activities.
- Allow other children to participate and enjoy activities.
- Tell a member of staff if they are worried, upset or feel unsafe.
- Avoid behaviour that could harm themselves or others.

Expectations will be explained in an age-appropriate manner.

Staff should not expect every child to regulate their behaviour in the same way or at the same developmental stage.

5. Promoting Positive Behaviour

Staff should actively promote positive behaviour rather than focusing only on unacceptable behaviour.

Strategies may include:

- Specific praise.
- Positive encouragement.
- Clear instructions.
- Consistent routines.
- Offering appropriate choices.
- Recognising effort.
- Redirecting behaviour.
- Modelling respectful communication.
- Preparing children for transitions.
- Providing appropriate movement or sensory breaks.
- Giving children opportunities to succeed.

Staff should notice and reinforce positive behaviour wherever reasonably possible.

6. Understanding Behaviour

When behaviour becomes challenging, staff should consider what may be contributing to it.

Possible factors include:

- Tiredness.
- Hunger.
- Frustration.
- Anxiety.
- Sensory overload.
- Communication difficulties.
- SEND.
- Conflict with another child.
- Difficulty understanding expectations.
- Changes at home or school.
- Emotional distress.
- Feeling excluded or overwhelmed.

Understanding the cause of behaviour does not mean unsafe behaviour is accepted.

It helps staff choose an appropriate and effective response.

7. Responding to Challenging Behaviour

Staff should respond calmly, consistently and proportionately.

Where appropriate, the following approach may be used:

Step 1 — Reminder and Redirection

Staff should:

- Calmly identify the behaviour.
- Explain the expectation.
- Redirect the child towards appropriate behaviour or another activity.

Step 2 — Support and Regulation

If the behaviour continues, staff may:

- Speak to the child away from the immediate situation where appropriate.
- Help them identify what is upsetting or frustrating them.
- Offer an appropriate calming space or activity.
- Provide a short supervised break from the activity.
- Adapt the activity where appropriate.

Step 3 — Further Intervention

Where behaviour continues or becomes more serious:

- A senior member of staff may become involved.
- The incident may be recorded.
- Parents/carers may be informed.
- Relevant strategies may be agreed.
- The child's school/SENCO may be consulted where appropriate and with appropriate information-sharing arrangements.
- An individual behaviour or support plan may be considered.

The response should reflect the child's age, development, needs and seriousness of the behaviour.

8. Reflection and Time Away From an Activity

A child may sometimes benefit from a short period away from an activity to regulate their emotions.

This must:

- Be supervised.
- Be proportionate.
- Be supportive rather than humiliating.
- Never involve locking a child in a room or isolated space.
- Never involve depriving a child of food, water or toilet access.
- End when the child is ready and it is safe to return.

There is no automatic fixed period based solely on the child's age.

The purpose is regulation and safety, not punishment.

9. Prohibited Behaviour Management Practices

Staff must never:

- Smack, hit or physically punish a child.
- Shake a child.
- Humiliate or deliberately embarrass a child.
- Use degrading or insulting language.
- Threaten a child.
- Intimidate a child.
- Shout aggressively at a child.
- Use discriminatory language.
- Withhold food or drink as punishment.
- Prevent reasonable toilet access as punishment.
- Use physical exercise as punishment.
- Deliberately isolate a child without appropriate supervision.
- Encourage other children to punish or exclude a child.
- Use sarcasm designed to humiliate.
- Use restrictive physical intervention simply to secure compliance.

10. De-escalation

Where a child becomes distressed or behaviour begins to escalate, staff should attempt to reduce the situation where possible.

Strategies may include:

- Speaking calmly.
- Reducing verbal demands.
- Giving the child physical space.
- Removing unnecessary audiences.
- Offering simple choices.
- Moving other children away where necessary.
- Reducing noise or stimulation.
- Offering a familiar calming activity.
- Allowing appropriate processing time.
- Seeking support from another member of staff.

Staff should avoid unnecessary confrontation or power struggles.

11. Supporting Children With SEND

Kids Adventure Days recognises that children with SEND or additional needs may require different behaviour-support strategies.

Staff should consider:

- Communication needs.
- Sensory needs.
- Emotional regulation.
- Developmental level.
- Medical conditions.
- Known triggers.
- Strategies used successfully at home or school.

Reasonable adjustments may include:

- Visual instructions.
- Simplified language.
- Additional preparation for transitions.
- Sensory breaks.
- Adapted activities.
- Additional staff support where reasonably available.
- Individual behaviour/support plans.

Behaviour related to SEND should not automatically be treated as deliberate misconduct.

However, reasonable measures must still be taken to protect the child and others from harm.

12. Individual Behaviour or Support Plans

Where a child displays repeated or significant behaviour that requires additional support, Kids Adventure Days may develop an individual plan.

This may identify:

- Behaviours of concern.
- Known triggers.
- Early warning signs.
- Communication needs.
- Preventative strategies.
- De-escalation strategies.

- Helpful calming techniques.
- Actions staff should avoid.
- Parent/carer input.
- Relevant school strategies.
- Emergency responses where necessary.

Plans should be reviewed where circumstances change or strategies are ineffective.

13. Working With Parents and Carers

Parents/carers are important partners in supporting children's behaviour.

Where significant or repeated concerns arise, Kids Adventure Days may discuss:

- What has been observed.
- Possible triggers.
- Strategies used.
- Strategies that work at home or school.
- Reasonable adjustments.
- Whether further support may be beneficial.

Communication should remain respectful and focused on supporting the child.

Staff should avoid labelling a child as "naughty", "bad" or similar.

14. Working With Schools

Where appropriate, Kids Adventure Days may work with the child's school, including the school DSL, SENCO or other relevant staff.

This may help identify:

- Existing support strategies.
- SEND needs.
- Behaviour plans.
- Safeguarding concerns.
- Known triggers.
- Communication strategies.

Information will only be shared appropriately and in accordance with safeguarding and data-protection requirements.

15. Bullying

Bullying is not tolerated.

Bullying may include:

- Physical bullying.
- Verbal bullying.
- Social exclusion.
- Cyberbullying.
- Threats or intimidation.
- Repeated targeting.
- Prejudicial or discriminatory bullying.

Reports will be taken seriously.

Staff will:

- Listen to the child.
- Ensure immediate safety.
- Record significant incidents.
- Address inappropriate behaviour.
- Support children affected.
- Inform parents/carers where appropriate.
- Liaise with the school where appropriate.
- Escalate safeguarding concerns to the DSL.

16. Child-on-Child Abuse

Some behaviour between children may go beyond ordinary conflict or bullying and constitute a safeguarding concern.

This may include:

- Serious physical violence.
- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- Coercion.
- Abuse within friendships.
- Sharing sexual or inappropriate images.
- Serious discriminatory abuse.

Such behaviour must not be dismissed as "banter", "just having a laugh" or "children being children".

Staff must report safeguarding concerns to a DSL and follow the Safeguarding & Child Protection Policy.

17. Discriminatory Behaviour

Racist, sexist, homophobic, transphobic, ableist, religiously discriminatory or other prejudicial language or behaviour will be challenged appropriately.

Staff should:

- Address the behaviour.
- Explain why it is inappropriate in an age-appropriate manner.
- Support anyone affected.
- Record significant incidents.
- Inform management/DSL where appropriate.
- Involve parents/carers where necessary.

Repeated or serious discriminatory behaviour may constitute a safeguarding concern.

18. Physical Intervention

Physical intervention must only be used where necessary and appropriate to prevent immediate harm or serious damage.

It must never be used as punishment or simply to force compliance.

Physical intervention may only be considered where necessary to prevent, for example:

- A child injuring themselves.
- A child injuring another person.
- Immediate serious damage to property that could create a safety risk.

Any intervention must be:

- Necessary.
- Reasonable.
- Proportionate to the risk.
- Used for the shortest possible period.

Staff must never use physical intervention that intentionally restricts breathing or otherwise creates an unreasonable risk of harm.

19. After Physical Intervention

Following significant physical intervention:

- The child's welfare will be checked.
- First aid will be provided if required.
- The child will be given appropriate reassurance and support.
- The incident will be reported to management/DSL.
- Parents/carers will be informed as appropriate.
- The incident will be recorded promptly.
- Staff involved should provide a factual account.
- The circumstances will be reviewed.

Where the intervention raises a safeguarding concern, safeguarding procedures will be followed.

20. Leaving the Activity Area

Where a child attempts to leave the activity area without permission, staff must consider the immediate risk.

Staff should:

- Maintain observation where safely possible.
- Alert other staff.
- Protect the other children.
- Use calm verbal de-escalation.
- Follow the Missing Child Policy if the child's whereabouts cannot be confirmed.

Staff must not use unsafe physical intervention simply to prevent a child leaving unless intervention is necessary to prevent immediate harm.

21. Serious Behaviour Incidents

Examples of behaviour requiring immediate senior staff involvement may include:

- Serious physical aggression.
- Use of a weapon or dangerous object.

- Serious threats.
- Significant damage creating a safety risk.
- Serious discriminatory abuse.
- Sexualised behaviour creating a safeguarding concern.
- Repeated attempts to abscond.
- Behaviour presenting an immediate danger.

Staff should:

1. Prioritise immediate safety.
2. Separate children where necessary.
3. Seek assistance.
4. Provide first aid if required.
5. Inform the DSL/manager.
6. Record the incident.
7. Inform parents/carers as appropriate.
8. Consider whether safeguarding procedures apply.

Emergency services may be contacted where necessary.

22. Recording Behaviour Incidents

Significant or repeated behaviour incidents should be recorded.

Records may include:

- Child's name.
- Date and time.
- Location.
- Behaviour observed.
- Events immediately before the incident.
- Staff response.
- Child's response.
- Injuries or damage.
- Other children involved.
- Physical intervention used, if any.
- Parent/carer notification.
- Follow-up actions.

Records should be factual and avoid judgemental language.

23. Monitoring Patterns

Where behaviour is repeated, management may review incidents to identify patterns.

This may consider:

- Antecedents or triggers.
- Behaviour displayed.
- Consequences or staff responses.
- Time or location.
- Particular activities.
- Peer relationships.
- Environmental factors.
- SEND or communication needs.

The purpose is to improve support and prevent recurrence rather than simply count incidents.

24. Temporary Suspension

In serious circumstances, Kids Adventure Days may determine that a child cannot safely attend for a temporary period.

Suspension will only be considered where appropriate, such as where:

- There is a significant ongoing safety risk.
- Further planning is required.
- Additional information is needed.
- Reasonable adjustments need to be considered.
- A serious incident requires review.

Parents/carers will be informed of the reason and any conditions or steps required before return.

25. Ending or Restricting a Child's Place

Permanent withdrawal of a child's place will only be considered as a last resort where Kids Adventure Days reasonably concludes that it cannot safely meet the child's needs or manage an ongoing significant risk.

Before making such a decision, where appropriate Kids Adventure Days will consider:

- The child's individual circumstances.
- SEND or disability.
- Reasonable adjustments.
- Support strategies already attempted.
- Parent/carer input.
- Relevant school/professional information.
- Whether alternative arrangements are reasonably possible.

A child's place will not be withdrawn unlawfully because of disability or SEND.

Immediate action may nevertheless be required where there is a serious and unavoidable risk to the child or others.

26. Safeguarding Concerns Behind Behaviour

Behaviour can sometimes indicate that a child is experiencing harm or distress.

Staff should consider safeguarding where there are:

- Significant unexplained changes in behaviour.
- Sexualised behaviour inappropriate for age/development.
- Extreme aggression or fear.
- Repeated attempts to run away.
- Sudden withdrawal.
- Statements suggesting abuse or neglect.
- Significant emotional distress.

Any safeguarding concern must be reported to a DSL.

27. Confidentiality

Behaviour information will be treated appropriately and confidentially.

Staff should not discuss a child's behaviour with unrelated parents, children or other individuals.

Information may be shared with relevant professionals where necessary to:

- Safeguard the child.
- Protect others.
- Provide appropriate support.
- Meet legal or regulatory obligations.

28. Staff Training and Support

Staff will receive appropriate information and guidance regarding behaviour management.

Training or briefings may cover:

- Positive behaviour strategies.
- De-escalation.
- SEND.
- Safeguarding.
- Child-on-child abuse.
- Professional boundaries.
- Physical intervention where relevant.

Following a serious incident, staff involved should be given an opportunity to debrief with management.

29. Links With Other Policies

This policy should be read alongside:

- Safeguarding & Child Protection Policy.
- Equality & Inclusion Policy.
- Health & Safety Policy.
- Missing Child Policy.
- First Aid Arrangements Policy.
- Online Safety Policy.
- Whistleblowing Policy & Staff Code of Conduct.

30. External Contacts

Kids Adventure Days Emergency Contact: 07555 539376

Westminster Children's Services / MASH: 020 7641 4000

Emergency Services: 999

Childline: 0800 1111

Ofsted: 0300 123 1231

Where Kids Adventure Days operates outside Westminster, relevant local safeguarding contact details will be maintained for that setting.

31. Policy Review

This policy will be reviewed at least annually, or sooner if:

- A serious behaviour incident occurs.
- Physical intervention identifies a need to change procedures.
- Safeguarding or relevant guidance changes.
- Kids Adventure Days begins supporting children with needs requiring different arrangements.
- Kids Adventure Days expands into new settings, services or age groups.
- A pattern of incidents identifies weaknesses in current practice.
- A school, safeguarding professional, regulator or other relevant organisation recommends changes.

Learning from incidents will be incorporated into staff practice, risk assessments and individual support arrangements where appropriate.

Significant updates will be communicated to relevant staff.