

Behaviour Management and Anti Bullying

Little Lanes Out of School Club | October 2026

Our approach

Little Lanes provides a welcoming, safe environment where children can play, build friendships and ask for help. We support children to understand feelings, respect others and learn safer ways of responding. Staff maintain clear boundaries while considering each child's age, development, communication, disability and individual circumstances. We address harmful behaviour without labelling a child as bad.

The manager oversees this policy. The session leader coordinates immediate responses and support for staff. All staff and volunteers follow the same approach, report concerns and seek help early. Safeguarding concerns go promptly to a Designated Safeguarding Lead (DSL).

Encouraging positive behaviour

- Agree simple, understandable Club rules with children: treat people kindly, use equipment safely, respect personal space and ask an adult for help. Explain routines at induction and revisit them regularly.
- Model calm, respectful communication. Notice effort, kindness, cooperation and progress, and share achievements with parents. Any recognition must be inclusive; do not use food as a reward or compare children publicly.
- Offer varied play choices, suitable resources and opportunities to rest. Children may choose not to join an optional activity, while still following safety boundaries.
- Help children name feelings, take turns and express disagreement safely. Use visual prompts, simple language and predictable warnings before transitions where helpful.
- Supervise actively, notice exclusion or escalating conflict and consider hunger, tiredness, noise, sensory overload, changes at home or unmet needs. Adjust the environment as well as supporting the child.

Responding when behaviour is unsafe or upsetting

- Act calmly and promptly to stop harm. Ask for support, move others to safety where necessary and provide first aid. Keep every child supervised.
- Use brief, clear instructions about what the child needs to do. Offer a manageable choice, reassurance or a supported quiet space; allow time to calm before discussing the incident.
- Listen to those involved separately and without blame. Explain which behaviour was unsafe and help the child practise an alternative once they are ready.
- Use proportionate, related responses, such as pausing unsafe use of equipment and supporting a safe return. Help repair harm where appropriate; do not force apologies, hugs or reconciliation.
- Tell the session leader about significant or repeated incidents. Discuss concerns privately with parents and agree consistent support. Record significant incidents and actions factually.

What staff must never do

Corporal punishment or threats of it are never permitted. Staff must not shout to intimidate, humiliate, ridicule, threaten abandonment, use collective punishment, or withhold food, drink, toilet access, medical support or necessary comfort. Never lock a child in a room or leave them isolated without supervision. Take reasonable steps to prevent physical punishment by others on the premises and report concerns through safeguarding procedures.

Individual support and physical intervention

Working with children and families

Where concerns recur, the manager works with the child and parents to understand triggers, strengths and what helps. Consider SEND, communication difficulties, trauma, medical needs and barriers in the Club environment. Make reasonable adjustments and avoid treating behaviour arising from unmet needs simply as deliberate disobedience. Supporting one child must include protecting others from harm.

Where needed, agree a short written support plan covering early signs, helpful responses, adjustments, named staff responsibilities and a review date. Seek advice from school staff or relevant professionals with appropriate information-sharing arrangements. Safeguarding information may need to be shared without consent where necessary to protect a child. Review whether the support is working rather than relying on repeated sanctions.

Safe physical boundaries

Staff follow the Staff Behaviour and Code of Conduct policy for everyday physical contact. Do not drag or pull children, routinely lift or carry them, or use physical force to obtain ordinary compliance. Planned assistance under an individual care plan must be appropriate, explained to the child and delivered by competent staff.

Physical intervention in an emergency

Physical intervention is a last resort when necessary to prevent injury or avert immediate danger. Use de-escalation first wherever safe, but do not delay essential protective action. Any force must be reasonable, proportionate and the minimum necessary for the shortest time. Never use it as punishment, in anger, to cause pain or simply because a child refuses an instruction. Property damage alone is not a reason to restrain under this Club policy unless it creates an immediate risk of injury.

Staff must not use techniques that restrict breathing or apply pressure to the neck, chest or abdomen, or use face-down restraint. Call the session leader for assistance and emergency services where there is serious immediate danger or injury. Staff should not attempt specialist restraint techniques without appropriate training. Training must support prevention and safe responses; it does not authorise punitive force.

- After any physical intervention, check the child and anyone else involved for injury or distress, arrange medical attention where needed and provide reassurance.
- Inform the manager promptly and make a written record of every use of physical intervention, including the reason, alternatives attempted, what happened, duration, staff and witnesses, injuries and follow-up.
- Inform parents on the same day or as soon as reasonably practicable. If sharing information could place a child at risk, consult the DSL and relevant safeguarding agencies and record the advice.
- Management reviews the incident with staff and the family, updates risk assessments or support plans and identifies training needs. Any concern about staff conduct follows the Safeguarding Policy, including external referrals where required.

When safety concerns continue

Management reviews support, reasonable adjustments and risks with the family before considering a suspension or ending a place. A serious immediate safety risk may require an urgent temporary arrangement. Do not automatically exclude a child because of disability, additional needs or a single incident. Any decision must be proportionate, documented and consistent with the Club's booking terms and equality duties. Explain the reasons, duration where relevant, review arrangements and complaints route in writing. Maintain supervision until a safe handover is completed.

Preventing and responding to bullying

Recognising bullying

Bullying usually involves repeated behaviour intended to hurt or intimidate, with an imbalance of power that makes it difficult for the child affected to defend themselves. It can include hitting, threats, name-calling, damaging belongings, spreading rumours, deliberate exclusion or online abuse. It may target actual or perceived differences, including race, religion, disability, SEND, sex, sexual orientation or family circumstances.

Not every disagreement is bullying, but staff respond to all harmful incidents. A single serious incident, discriminatory abuse or sexual harassment must be addressed immediately; staff do not wait for repetition or proof of intent before protecting a child. Never dismiss harm as banter, normal growing up or a child being over-sensitive.

Prevention and reporting

Staff encourage kindness and inclusion, discuss friendships and safe online behaviour in age-appropriate ways, and help children recognise how to seek help. Children may tell any member of staff, privately if they prefer, or ask a parent or trusted adult to help. Take non-verbal signs of distress seriously. Make reporting accessible to children with communication needs and protect children from retaliation.

Our response

- Stop the behaviour, ensure safety and reassure the child affected that they have done the right thing by telling us. Offer a trusted adult and practical support.
- Tell the session leader promptly. Listen separately to children and witnesses, using open questions and recording their words where relevant. Do not promise secrecy or conduct repeated questioning that could interfere with a safeguarding investigation.
- Record the incident, including dates, people involved, observed behaviour, accounts, action and any pattern. Keep records confidential.
- Inform parents of the children involved promptly and separately, unless safeguarding advice requires a different approach. Explain their own child's situation and actions without disclosing another child's confidential information.
- Support the child who has caused harm to understand the impact and learn safer behaviour. Consider unmet needs and proportionate consequences alongside protection for the child affected.
- Agree supervision and support arrangements, a named adult and a review date. Check back with the child affected and parents to establish whether the behaviour has stopped. Work with the school where concerns span both settings.

Do not require mediation or a joint meeting where there is fear, intimidation, a power imbalance or an allegation of abuse. Restorative work is considered only when safe and freely agreed. Persistent or serious bullying triggers management review of the support and safety arrangements; it does not need to continue before action is taken.

Safeguarding and adult conduct

Bullying may be child-on-child abuse. Refer suspected abuse, sexual violence or harassment, discriminatory threats, serious violence or other safeguarding concerns immediately to the DSL and follow the Safeguarding Policy. Contact emergency services where required without waiting for a manager. Concerns about adults or staff follow safeguarding, staff conduct, whistleblowing or aggressive-adult procedures as appropriate.

Approval and review

Adopted by: Little Lanes Out of School Club

Date approved: October 2026 Review date: October 2027

Signed:MG Name and role: Megan Garratt - Manager

Review annually and following significant incidents or changes in guidance. Related documents: Safeguarding; Staff Behaviour and Code of Conduct; Equalities, Inclusion and SEND; Mobile Phones, Online Safety and Photographs; Complaints; booking terms and any suspension or exclusion procedure.

References: Current DfE EYFS statutory framework

(gov.uk/government/publications/early-years-foundation-stage-framework--2); DfE Preventing and tackling bullying, used as supporting practice guidance (gov.uk/government/publications/preventing-bullying); Equality Act 2010.