

University of Warwick Holiday Scheme

Behaviour Management Policy

Purpose	Our approach to behaviour management is designed to promote a safe, happy and inclusive environment where every child feels valued and respected. We establish clear and consistent expectations for behaviour and support children in developing emotional regulation and self-management skills. We encourage respect, kindness, cooperation and consideration for others, helping children to understand the impact and consequences of their actions..
Review Frequency	Annually or if an incident occurs the policy must be reviewed immediately
Date approved	September 2026
Date of next review	September 2027

The named staff members (at least 2) responsible for the upkeep of the policy are:

Jo Warren, Nursery manager

Rachael Snell, Holiday Scheme Coordinator

1. Policy Statement

At the University of Warwick Holiday Scheme, we believe that children should be supported to develop positive relationships, emotional regulation, independence and an understanding of how their behaviour affects themselves and others.

The Holiday Scheme provides children aged 5–12 with opportunities to play, socialise, learn new skills and participate in a wide range of activities. We recognise that children within this age range are at different stages of social and emotional development and that behaviour management strategies must therefore be appropriate to the individual child, their age, stage of development and circumstances.

We believe children need clear, consistent and reasonable expectations and boundaries. These will be explained in language appropriate to the child's age and understanding. Where a boundary is necessary, staff will explain the reason for it wherever possible.

All members of the Holiday Scheme team are expected to work consistently when managing behaviour. Children should receive clear and predictable responses from staff, while recognising that individual children may require different strategies or reasonable adjustments.

Adults working with children have an important role in modelling appropriate behaviour. Staff should demonstrate calmness, respect, kindness, patience and appropriate ways of managing disagreements and emotions.

Positive behaviour should be actively recognised, encouraged and celebrated.

Our approach is informed by positive behaviour principles and relevant safeguarding and childcare requirements. The Department for Education emphasises that behaviour should be understood and supported appropriately and that harmful or punitive approaches should be avoided.

1. Behaviour Management Lead

The Holiday Scheme Manager will have day-to-day responsibility for ensuring that this Behaviour Management Policy is implemented consistently.

The Holiday Scheme Manager will:

- Provide guidance and support to staff dealing with behaviour concerns.
- Ensure significant incidents are appropriately recorded.
- Monitor recurring behaviour concerns.
- Work with parents/carers where a child requires additional support.

The Holiday Scheme Coordinator will have over responsibility which includes:

- Updating this policy on a regular basis
 - Ensure behaviour management practice is reviewed and developed as necessary.
 - Intervening and supporting staff when a child is not responding to the strategies in place
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2. Staff Responsibilities

All members of the Holiday Scheme team are responsible for promoting positive behaviour.

Staff must:

- Model appropriate and respectful behaviour.
- Outline clear expectations during the morning presentation and through-out the day
- Use calm and appropriate language.
- Give children clear instructions.
- Explain boundaries and expectations.
- Recognise and praise positive behaviour.
- Intervene promptly when behaviour becomes unsafe or inappropriate.

- Consider why a child may be behaving in a particular way.
- Adapt strategies according to the child's age, development and individual needs.
- Avoid humiliating, threatening or labelling children.
- Communicate significant concerns to the Holiday Scheme Coordinator or Assistant Coordinator
- Record significant incidents in accordance with the scheme's procedures.
- Work consistently with other members of the team.

Staff should remember that behaviour is often a form of communication. Where appropriate, staff should consider whether a child is tired, anxious, overwhelmed, frustrated, struggling with communication, experiencing difficulties with friendships or finding an activity particularly challenging.

3. Expectations for Children

Children will be supported to understand the following basic expectations:

- Be kind and respectful to others.
- Listen to staff and follow reasonable instructions.
- Keep hands, feet and objects to themselves.
- Use appropriate language.
- Respect other people's personal space and belongings.
- Share equipment and take turns.
- Look after Holiday Scheme and University property.
- Participate safely in activities.
- Stay within agreed areas.
- Treat other children fairly and inclusively.
- Tell a member of staff if they have a problem or are worried about something.
- Allow others to enjoy the Holiday Scheme.

Expectations may be adapted and explained differently according to the age and understanding of the children.

Where appropriate, children should be involved in establishing group expectations and discussing what helps everyone have a safe and enjoyable day.

4. Promoting Positive Behaviour

The Holiday Scheme will use positive behaviour management wherever possible.

Staff should actively notice and acknowledge positive behaviour rather than focusing solely on unwanted behaviour.

Examples include:

- Praising a child for helping another child.
- Recognising good teamwork.
- Thanking children for listening and following instructions.
- Praising children for managing frustration appropriately.
- Recognising children who include others.
- Giving children responsibilities appropriate to their age.
- Celebrating effort and improvement.

Praise should be specific. For example:

"Thank you for waiting for your turn and helping everyone get a go."

This helps children understand exactly what behaviour is being encouraged.

5. Responding to Unwanted Behaviour

When unwanted behaviour occurs, staff should respond calmly and proportionately.

Where appropriate, the following approach should be used:

Step 1 – Stop and assess

Staff should intervene immediately if behaviour is unsafe or is affecting another child.

Step 2 – Explain

The staff member should explain clearly what behaviour is inappropriate and why.

For example:

"We don't throw equipment because somebody could get hurt."

Step 3 – Redirect

The child should be given a clear opportunity to make a positive choice.

"You can use the ball safely, or you can choose another activity."

Step 4 – Consequence

If the behaviour continues, a reasonable and proportionate consequence may be applied.

Step 5 – Repair and reflect

When the child is calm, staff should help them understand what happened, how their behaviour affected others and what they could do differently next time.

Consequences should be followed through consistently and should be related to the behaviour wherever possible.

6. Examples of Appropriate Consequences

Depending on the circumstances, appropriate consequences may include:

- A temporary break from an activity.
- Removal of an item that is being used unsafely.
- Moving to another part of an activity with staff support.
- Completing a restorative action, such as helping to tidy equipment that has been deliberately disrupted.
- Temporarily losing a specific privilege associated with the behaviour.
- A conversation with the Holiday Scheme Manager, Coordinator or Assistant Coordinator.
- Parent/carer involvement where behaviour is serious or persistent.

Consequences should be:

- Reasonable.
- Proportionate.
- Age-appropriate.
- Clearly explained.
- Applied consistently.
- Focused on learning and improving behaviour.

Consequences must never be humiliating, threatening or designed to cause distress.

7. Time Away from an Activity

The Holiday Scheme will not use routine punitive "time out" or isolation as a behaviour management strategy.

Where a child is becoming overwhelmed, dysregulated or is behaving in a way that is unsafe, staff may support the child to take a **short, supervised break away from the activity**.

The purpose of this break is to allow the child to calm and regulate themselves, not to punish or shame them.

The child must remain appropriately supervised and must not be placed in an unsupervised room, corridor, outdoor area or other location.

Once the child is calm, staff should support them to discuss the incident and, where appropriate, return to the activity.

8. Conflict Between Children

Disagreements between children are a normal part of developing social skills. Staff should support children to resolve minor disagreements where it is safe and appropriate to do so.

Staff may help children to:

- Explain what happened.
- Listen to the other person's perspective.
- Identify how they were feeling.
- Understand how their actions affected someone else.
- Think about alternative ways of responding.
- Agree how they can move forward.

Children should not be forced to apologise. Where appropriate, staff should encourage genuine apologies or other restorative actions.

9. Bullying

Bullying is not acceptable within the Holiday Scheme.

Bullying may include repeated behaviour intended to hurt, intimidate, exclude or humiliate another child. It may be physical, verbal, relational or online.

Staff will take reports of bullying seriously and will:

- Listen to the children involved.
- Establish what has happened as far as possible.
- Support the child who has experienced bullying.
- Address the behaviour of the child responsible.
- Inform parents/carers where appropriate.
- Record significant incidents.
- Monitor the situation to ensure the behaviour does not continue.

Children should feel confident that they can tell an adult if they are being bullied or if they are concerned about another child.

10. Discriminatory Behaviour

Discriminatory, racist, homophobic, sexist or otherwise prejudicial language or behaviour is not acceptable.

This includes behaviour directed towards a person because of characteristics including race, religion or belief, disability, sex, sexual orientation, gender identity or other protected characteristics.

Such incidents will be taken seriously and addressed appropriately.

Staff should challenge inappropriate language or behaviour calmly and clearly and should ensure that children understand why the behaviour is unacceptable.

11. Aggressive or Dangerous Behaviour

Where a child behaves aggressively or creates an immediate safety risk, staff must prioritise the safety of all children and adults.

Examples may include:

- Hitting, kicking or biting.
- Throwing objects at people.
- Deliberately damaging equipment in a dangerous manner.
- Making serious threats.
- Running into unsafe areas.
- Attempting to harm themselves or another person.

Staff should:

1. Give a clear instruction to stop.
2. Move other children away from danger where necessary.
3. Seek assistance from a senior member of staff.
4. Reduce stimulation where appropriate.
5. Support the child to calm down.
6. Inform the Holiday Scheme Manager.
7. Record the incident where required.
8. Inform the parent/carer where appropriate.

The response should focus on reducing risk and helping the child regain control of their behaviour.

12. Children with Additional Needs

The Holiday Scheme recognises that children may have additional needs that affect their behaviour, communication, emotional regulation or ability to respond to particular situations.

This may include SEND, sensory needs, communication difficulties, neurodevelopmental differences, anxiety or other individual circumstances.

Staff should consider whether behaviour may be communicating an unmet need.

Where appropriate, staff may adapt:

- Instructions.
- Activities.
- Transitions.
- The environment.
- The level of adult support.
- Communication methods.
- Breaks and opportunities for regulation.
- Behaviour management strategies.

Children should not be punished for behaviour that is directly related to an identified additional need where reasonable adjustments or alternative strategies could appropriately address the situation.

Parents/carers are encouraged to provide relevant information before the child attends the scheme so that appropriate support can be planned.

13. Persistent Behaviour Concerns

If a child's behaviour continues to cause concern despite the strategies being used, the Holiday Scheme Manager should report this to the Holiday Scheme Coordinator. A meeting with the parent/carer will be arranged and where appropriate, a **Behaviour Support Plan** may be developed.

This may identify:

- The behaviour causing concern.
- Possible triggers.
- Early warning signs.
- Strategies that help the child regulate.
- Strategies staff should use consistently.
- Appropriate consequences.
- How the child can be supported to return to activities.
- How progress will be monitored.

The purpose of a Behaviour Support Plan is to help the child succeed, rather than simply to document unwanted behaviour.

14. Safeguarding

Behaviour may sometimes indicate that a child is experiencing distress, difficulty or a safeguarding concern.

Staff must remain alert to significant changes in behaviour and must follow the University's safeguarding procedures where a concern arises.

Behaviour management must never replace safeguarding action.

Any safeguarding concern must be reported promptly to the designated safeguarding person in accordance with University procedures.

15. Recording Significant Incidents

Significant incidents of unwanted behaviour should be recorded in accordance with Holiday Scheme procedures.

Records should be factual and should include, where appropriate:

- Date and time.
- Location.
- Children and staff involved.
- What happened before the incident.
- A factual description of the behaviour.
- Action taken by staff.
- Any physical intervention.
- Outcome.
- Any follow-up required.
- Communication with parents/carers.

Records should avoid judgemental language or labels such as "naughty", "bad" or "difficult child".

16. Working with Parents and Carers

The Holiday Scheme recognises that parents and carers have valuable knowledge about their child's needs and behaviour.

The scheme will work in partnership with parents/carers where significant or persistent behaviour concerns arise.

Parents/carers may be contacted to:

- Inform them about a significant incident.
- Discuss patterns of behaviour.
- Identify possible triggers.
- Share successful strategies.
- Agree appropriate support.
- Review a Behaviour Support Plan where one is in place.

Communication should be factual, respectful and focused on supporting the child.

17. Serious Incidents and Collection from the Scheme

In exceptional circumstances, a parent/carer may be required to collect a child from the Holiday Scheme.

This may be necessary where behaviour:

- Presents a serious or immediate risk of harm.
- Involves serious physical aggression.
- Involves serious threats.
- Seriously damages property or equipment.
- Places other children or staff at significant risk.
- Continues despite reasonable and proportionate interventions.

Any decision to require collection should be made by the Holiday Scheme Manager or an appropriate senior member of staff.

The decision should take account of the individual circumstances and needs of the child, while prioritising the safety and wellbeing of all children and staff.

Where appropriate, the scheme should discuss what additional support or arrangements may be required before the child returns.
