

# BEHAVIOUR MANAGEMENT & INCIDENT RECORDING

## Procedure, Incident Record & Behaviour Support Plan

### 1. Purpose

---

AJB Sports in Education aims to provide a safe, positive and inclusive environment where children understand expectations, are treated fairly and are supported to make positive choices.

**CALM • CONSISTENT • PROPORTIONATE • RESTORATIVE • CHILD-FOCUSED**

Behaviour management must never involve humiliation, intimidation, threats, physical punishment or inappropriate sanctions.

### 2. Core Expectations

---

- Be Kind – to other children and adults.
- Be Safe – with our bodies, equipment and environment.
- Be Respectful – listen, use appropriate language and respect other people's space and belongings.
- Be Responsible – make positive choices and help look after the provision.

### 3. Positive Behaviour Management

---

Staff should actively recognise positive behaviour rather than only responding when something goes wrong.

- Use specific verbal praise.
- Recognise kindness, helpfulness, effort and improvement.
- Offer appropriate responsibility.
- Share positive feedback with parents/carers.
- Use setting rewards where appropriate.
- Ensure recognition is inclusive and not limited to the most confident or able children.

### 4. Responding to Lower-Level Behaviour

---

Examples include not following instructions, interrupting, minor arguments, inappropriate language, deliberately disrupting an activity or low-level misuse of equipment.

## **REMIND -> REDIRECT -> WARNING -> CONSEQUENCE -> RESET**

1. Reminder – clearly restate the expectation.
2. Redirect – give the child a practical opportunity to change course.
3. Warning – explain what must change and the likely consequence if it continues.
4. Proportionate consequence – e.g. temporary removal from an activity, moving area, changing equipment or putting something right.
5. Reset – once resolved, support the child to successfully rejoin.
- 6.

The aim is not to keep punishing a child after the incident has been dealt with.

### **5. Restorative Approach**

---

Where appropriate, help the child consider: What happened? Who was affected? What could you do differently? How can we put it right?

Restorative action may include an apology, returning an item, helping tidy deliberate disruption or agreeing a better strategy for next time.

### **6. Significant Behaviour**

---

Some behaviour requires immediate escalation, including serious physical aggression, deliberately hurting another child, dangerous behaviour, serious bullying, discriminatory abuse, significant damage, threatening behaviour, concerning sexualised behaviour, attempting to leave the provision, possession of a dangerous/prohibited item or another immediate safeguarding risk.

**SAFETY FIRST – INFORM THE PERSON IN CHARGE.**

## 7. Physical Aggression

---

1. Use clear verbal instructions.
2. Move other children away from danger.
3. Summon staff assistance.
4. Separate children where this can be done safely.
5. Check for injuries and provide first aid where required.
6. Allow children time to regulate.
7. Establish facts separately and calmly.
8. Record significant incidents.
9. Inform parents/carers as appropriate.

Do not encourage children to 'sort it out themselves' where there is a risk of harm.

## 8. Physical Intervention

---

Physical intervention should only be used where lawful, necessary and proportionate to prevent harm, and in accordance with AJB policy and staff training. It must never be used as punishment, merely because a child refuses an instruction, to cause pain, or to humiliate/intimidate.

Any significant physical intervention must be reported to AJB management and recorded.

## 9. Leaving / Attempting to Leave

---

If a child attempts to leave an AJB area without permission, staff must respond. Direct the child to stop/return, alert the Person in Charge, maintain supervision of other children and use appropriate site support.

If the child leaves AJB's supervised area and cannot immediately be safely returned, follow the Missing Child Procedure as appropriate.

## 10. Bullying

---

Repeated targeted behaviour should not simply be treated as children 'falling out'. Consider repetition, power imbalance, deliberate targeting, intimidation, exclusion and relevant online behaviour.

Bullying concerns should be recorded, addressed appropriately and shared with AJB management and parents/carers. Liaison with the school may be appropriate.

## 11. Discriminatory Behaviour

---

Discriminatory language or behaviour must be challenged.

**STOP -> EXPLAIN -> SUPPORT -> RECORD -> REPORT WHERE APPROPRIATE**

Significant discriminatory incidents should be referred to AJB management.

## 12. SEND & Behaviour

---

Consider whether behaviour may relate to communication difficulty, sensory overload, transition difficulty, distress/anxiety, unmet additional needs, frustration or difficulty understanding an expectation.

This does not mean unsafe behaviour is accepted. The response should address both the behaviour and the reason behind it. Where incidents repeat, review the child's Individual Support Plan.

## 13. When Parents Should Be Informed

---

Routine minor behaviour does not necessarily require a parent conversation every time.

Parents/carers should normally be informed where another child has been significantly hurt, their child is injured, significant aggression or a safety risk occurred, bullying/discrimination is suspected, significant damage occurred, the child attempted to leave, significant physical intervention was required, behaviour is repeatedly occurring, or AJB needs parental involvement in a support plan.

Sensitive incidents should be discussed discreetly and not in front of other families.

## 14. Parent Conversations

---

Communicate factually rather than emotionally. Describe what occurred, what staff did, the outcome and any next step. Avoid labels or broad judgements about the child.

## 15. When an Incident Record Is Required

---

Complete a Behaviour Incident Record for significant physical aggression, bullying, discriminatory incidents, dangerous behaviour, attempts to leave, significant property damage, significant physical intervention, repeated behaviour requiring management involvement, or another incident the Person in Charge considers significant.

**MINOR EVERYDAY BEHAVIOUR DOES NOT REQUIRE A FORM.**

## 16. Repeated Behaviour

---

**IDENTIFY -> DISCUSS -> PLAN -> REVIEW**

Where incidents form a pattern, AJB may introduce an Individual Behaviour Support Plan identifying behaviour of concern, triggers, warning signs, preventative strategies, helpful staff

responses, agreed boundaries/consequences, regulation strategies, parent/child input and a review date.

## 17. Suspension / Withdrawal of Provision

---

Wraparound care should not operate an automatic three-strike exclusion rule. Because provision may be regular and long-term, AJB should consider the individual circumstances, safeguarding, SEND, reasonable adjustments, support already attempted and the level of risk.

AJB may meet parents/carers, introduce a support plan, seek school input, make reasonable adjustments, temporarily restrict specific activities, review staffing/support, temporarily suspend provision or ultimately withdraw a place where the risk cannot be safely managed.

A sufficiently serious incident may justify immediate suspension while management reviews the situation. Suspension or withdrawal should normally be an AJB management decision rather than an announcement made by an individual member of staff at collection.

## 18. Safeguarding

---

Behaviour can sometimes indicate a safeguarding concern, including unusually sexualised behaviour, extreme or significantly changed aggression, unexplained injury, concerning disclosures or behaviour suggestive of abuse, neglect or exploitation.

### **BEHAVIOUR MANAGEMENT MUST NEVER REPLACE SAFEGUARDING ACTION.**

Where there is a safeguarding concern, follow AJB Safeguarding & Child Protection procedures.

## 19. Recording & Review

---

Records should be factual, proportionate and securely stored. AJB management should review significant or repeated incidents to identify patterns, required support, risk-assessment changes, parent/school liaison and staff learning.

## Behaviour Incident Record

---

### CONFIDENTIAL

|                              |  |
|------------------------------|--|
| <b>Child Name</b>            |  |
| <b>School / Setting</b>      |  |
| <b>Date</b>                  |  |
| <b>Time</b>                  |  |
| <b>Staff Completing Form</b> |  |

#### Incident Type

- ☐ Physical aggression   ☐ Verbal aggression   ☐ Bullying   ☐ Discriminatory incident  
☐ Dangerous behaviour   ☐ Attempted leaving   ☐ Property damage   ☐ Physical intervention  
☐ Repeated behaviour   ☐ Other: \_\_\_\_\_

#### Context & Incident

What happened immediately before?: \_\_\_\_\_

\_\_\_\_\_

#### Factual description of incident:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who was involved?: \_\_\_\_\_

Immediate action taken: \_\_\_\_\_

#### Injury / Intervention

Was anyone injured?   ☐ No   ☐ Yes      First Aid / Accident Record completed?   ☐ N/A   ☐ Yes  
☐ No

Physical intervention used?   ☐ No   ☐ Yes

If yes, factual details: \_\_\_\_\_

## Behaviour Incident Record – Outcome & Follow-Up

|                      |  |
|----------------------|--|
| <b>Child Name</b>    |  |
| <b>Incident Date</b> |  |

### Accounts

Child's account / perspective:

---

---

---

Other child / witness account where relevant:

---

---

---

### Outcome

Outcome / consequence / restorative action:

---

Parent / carer informed? ☐ Yes ☐ No Who: \_\_\_\_\_ Time: \_\_\_\_\_

AJB management informed? ☐ Yes ☐ No

School informed where appropriate? ☐ Yes ☐ No ☐ N/A

### Further Action

☐ None ☐ Monitor ☐ Parent discussion ☐ Individual Support Plan review

☐ Behaviour Support Plan ☐ Management review ☐ Safeguarding record/referral

☐ Risk assessment review ☐ Other: \_\_\_\_\_

Further action / notes: \_\_\_\_\_

---

|                                |  |
|--------------------------------|--|
| <b>Person in Charge Review</b> |  |
| <b>Signature / Initials</b>    |  |
| <b>Date</b>                    |  |

## Individual Behaviour Support Plan

**CONFIDENTIAL – use where repeated/significant behaviour requires a planned approach.**

|                         |  |
|-------------------------|--|
| <b>Child</b>            |  |
| <b>School / Setting</b> |  |
| <b>Parent / Carer</b>   |  |
| <b>Plan Start Date</b>  |  |
| <b>Review Date</b>      |  |

Understanding the Behaviour

Behaviours we are supporting: \_\_\_\_\_

\_\_\_\_\_

Likely triggers / situations: \_\_\_\_\_

\_\_\_\_\_

Early warning signs: \_\_\_\_\_

\_\_\_\_\_

Prevention & Support

What helps prevent incidents: \_\_\_\_\_

\_\_\_\_\_

When the child becomes upset, staff should:

\_\_\_\_\_

\_\_\_\_\_

Staff should avoid: \_\_\_\_\_

\_\_\_\_\_

Regulation / calming strategies: \_\_\_\_\_

\_\_\_\_\_

Boundaries & Participation

Agreed boundaries / proportionate consequences:

\_\_\_\_\_

\_\_\_\_\_

Adjustments that support successful participation:

\_\_\_\_\_

\_\_\_\_\_

## Individual Behaviour Support Plan – Child, Parent & Review

|                    |  |
|--------------------|--|
| <b>Child</b>       |  |
| <b>Review Date</b> |  |

### Child's View

What the child says helps / what they want staff to know:

---

---

---

---

### Parent / Carer View

Strategies that work at home / important information:

---

---

---

---

### School Strategies Where Relevant

Useful consistent approaches / information:

---

---

---

---

### Success

Success will look like: \_\_\_\_\_

---

---

### Agreement & Review

|                                 |  |
|---------------------------------|--|
| <b>Parent / Carer Name</b>      |  |
| <b>Parent / Carer Signature</b> |  |
| <b>AJB Representative</b>       |  |
| <b>AJB Signature</b>            |  |
| <b>Date</b>                     |  |

At review: ☐ Continue plan ☐ Amend plan ☐ Step down plan ☐ Management review required

## **LOWER-LEVEL BEHAVIOUR**

**REMIND -> REDIRECT -> WARNING -> PROPORTIONATE CONSEQUENCE -> RESET**

## **SIGNIFICANT BEHAVIOUR**

**SAFETY -> PERSON IN CHARGE -> SUPPORT / SEPARATE -> FIRST AID IF NEEDED ->  
RECORD -> PARENT -> MANAGEMENT**

## **REPEATED BEHAVIOUR**

**LOOK FOR THE PATTERN -> TALK TO CHILD / PARENT -> SUPPORT PLAN -> REVIEW  
SAFEGUARDING CONCERN?**

**STOP THE BEHAVIOUR PROCESS WHERE NECESSARY -> ENSURE SAFETY ->  
FOLLOW AJB SAFEGUARDING PROCEDURE**

### **Remember**

- Stay calm and use factual language.
- Do not humiliate or label children.
- Consider SEND, communication and sensory needs.
- Use the least restrictive, proportionate response.
- Give children a genuine opportunity to reset.
- Record significant incidents, not every minor correction.
- Escalate safeguarding concerns immediately.

## Document Control

|                          |                                                                                                                              |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Document</b>          | <b>AJB Wraparound Care – Behaviour Management &amp; Incident Recording</b>                                                   |
| <b>Version</b>           | September 2026                                                                                                               |
| <b>Applies to</b>        | AJB Breakfast Clubs and After-School Care                                                                                    |
| <b>Related documents</b> | Safeguarding & Child Protection; SEND & Inclusion; Missing Child Procedure; First Aid; Staff Handbook & Operating Procedures |
| <b>Confidentiality</b>   | Completed incident and support records must be stored securely and shared only on a need-to-know basis.                      |
| <b>Review</b>            | Review following a significant incident, change in guidance/provision, identified pattern, or scheduled policy review        |