

# sketchbook

CREATIVE WORKSHOPS

## **Behaviour Policy**

**After-School Art Club (Ages 5–11)**

**Updated January 2026**

### **1. Purpose and Aims**

This behaviour policy sets out our approach to promoting positive behaviour within our after-school art club for children aged 5–11. Our aim is to create a safe, inclusive, and creative environment where all children feel respected, valued, and able to express themselves freely through art.

We recognise that good behaviour is essential for effective learning, enjoyment, and wellbeing. This policy focuses on encouraging positive behaviour, building confidence, and supporting children to develop social and emotional skills.

### **2. Principles**

Our approach to behaviour is based on the following principles:

- Every child deserves to be treated with respect and dignity
- Positive behaviour should be recognised and encouraged
- Clear expectations help children feel safe and secure
- Behaviour is a form of communication
- Consistency and fairness are key
- All children are supported to succeed

We aim to foster a calm, supportive atmosphere where children understand boundaries and feel confident making creative choices.

### **3. Expectations of Children**

We encourage children to follow simple, clear expectations:

#### **Be Kind**

- Use kind words and actions
- Respect others' ideas and artwork
- Include others and avoid unkind behaviour

#### **Be Safe**

- Use equipment safely and appropriately
- Follow instructions from adults
- Move around the space calmly

#### **Be Respectful**

- Listen when others are speaking
- Take care of materials and the environment
- Respect personal space and boundaries

These expectations are explained in an age-appropriate way and reinforced regularly.

### **4. Encouraging Positive Behaviour**

We believe that positive reinforcement is the most effective way to support good behaviour.

We encourage positive behaviour by:

- Praising effort, creativity, and cooperation
- Recognising kindness and helpfulness
- Giving clear and specific feedback (e.g. "I like how carefully you're using the paints")
- Celebrating achievements, both big and small
- Displaying children's artwork to build pride and confidence

Where appropriate, we may use:

- Verbal praise
- Stickers or small rewards

- Opportunities for children to share their work

Our focus is on building intrinsic motivation rather than relying solely on rewards.

## **5. Understanding Behaviour**

We recognise that children may display challenging behaviour for a variety of reasons, including:

- Tiredness after the school day
- Frustration or lack of confidence
- Difficulty sharing or taking turns
- Emotional or social needs

We respond with patience and understanding, aiming to support children in managing their feelings and behaviour positively.

## **6. Managing Behaviour**

When behaviour does not meet expectations, we use a calm, consistent approach:

### **Step 1: Gentle Reminder**

- Quietly remind the child of the expected behaviour
- Use clear, simple language

### **Step 2: Clear Warning**

- Explain what behaviour needs to change
- Outline what will happen if it continues

### **Step 3: Time to Reflect**

- Provide a short period for the child to calm down or reflect
- This may involve sitting away from the activity briefly

### **Step 4: Further Action**

- If behaviour continues, we may:
  - Adjust the activity
  - Provide additional support
  - Inform the school or parents if necessary

At all times, we remain calm and avoid raising our voices unnecessarily.

## **7. De-escalation Strategies**

We aim to prevent situations from escalating by:

- Using a calm and reassuring tone
- Offering choices where appropriate
- Redirecting attention to a different activity
- Giving children time and space to regulate emotions
- Acknowledging feelings (e.g. “I can see you’re frustrated”)

We avoid confrontation and focus on resolving situations positively.

## **8. Unacceptable Behaviour**

The following behaviours are not acceptable and will be addressed promptly:

- Physical aggression (e.g. hitting, pushing)
- Verbal abuse or unkind language
- Bullying or exclusion of others
- Deliberate damage to materials or property
- Unsafe use of equipment

Serious or repeated incidents will be reported to the school and may be shared with parents.

## **9. Supporting Individual Needs**

We recognise that some children may require additional support with behaviour.

Where needed, we will:

- Work with the school to understand individual needs
- Follow any existing behaviour or support plans
- Adapt activities to support engagement
- Use consistent strategies to support the child

Our aim is to include all children and help them succeed.

## **10. Bullying**

Bullying of any kind is not tolerated.

We define bullying as repeated behaviour that intentionally hurts another individual or group. This may include:

- Physical actions
- Verbal comments
- Social exclusion

If bullying is suspected or reported, we will:

- Take it seriously and act promptly
- Support all children involved
- Inform the school and follow their procedures

## **11. Role of Adults**

As club leaders, we are responsible for modelling positive behaviour at all times.

We will:

- Treat all children fairly and with respect
- Use calm and consistent language
- Set clear boundaries
- Encourage cooperation and kindness
- Build positive relationships with children

We understand that our behaviour sets the tone for the group.

## **12. Partnership with Schools and Parents**

We work in partnership with schools to ensure consistency in behaviour expectations.

Where necessary, we will:

- Share concerns with the school's staff
- Follow the school's behaviour policies

- Communicate appropriately with parents

We aim to address concerns early and collaboratively.

## **13. Health and Safety**

Good behaviour is essential for maintaining a safe environment.

Children are expected to:

- Use art materials safely
- Follow instructions when using tools
- Help tidy up at the end of sessions

Unsafe behaviour will be addressed immediately to prevent harm.

## **14. Inclusion and Equality**

We are committed to providing an inclusive environment where all children feel welcome.

We ensure that:

- Expectations are fair and appropriate for all ages and abilities
- Cultural and individual differences are respected
- Discrimination is not tolerated

We celebrate diversity and encourage children to express themselves freely.

## **15. Reviewing Behaviour**

We reflect regularly on behaviour within the club to ensure our approach is effective.

This includes:

- Observing group dynamics
- Adapting strategies where needed
- Seeking feedback from schools

## **16. Policy Review**

This policy will be reviewed annually or sooner if needed, for example:

- Following an incident
- Changes in guidance or school expectations

## **17. Conclusion**

Our behaviour policy is designed to support a positive, creative, and safe environment where children can thrive. By setting clear expectations, encouraging positive behaviour, and responding with consistency and care, we aim to ensure that all children enjoy their time in the art club.

We are committed to helping children develop not only their artistic skills, but also their confidence, cooperation, and respect for others.