**Smart Hands Studio – Behaviour Policy**

**1. Policy Statement**

At Smart Hands Studio, we are committed to creating a positive, respectful, and enjoyable environment where every child can feel safe, valued, and able to focus on their creative work.

We expect all children to behave in ways that show respect for themselves, others, the tools and materials, and the studio space. Our aim is to encourage good behaviour through clear expectations, positive reinforcement, and supportive guidance.

We recognise that children may occasionally need help to manage their behaviour. We work calmly and constructively with each child to help them understand the impact of their actions and make better choices.

**2. Aims of the Policy**

This policy sets out to:

* Ensure the studio is a safe and welcoming place for everyone.
* Help children understand the importance of safe and respectful behaviour when working with tools and others.
* Support children in developing self-control, cooperation, and responsibility.
* Provide a fair and consistent approach to behaviour for all children, taking individual needs into account.

**3. Expectations of Children**

We ask all children to:

* Listen carefully to instructions, especially those relating to safety.
* Treat staff, other children, and visitors with kindness and respect.
* Use tools and materials properly and only for their intended purpose.
* Share resources and take turns where necessary.
* Help keep the workspace tidy and safe for everyone.
* Speak up if they feel unsafe or if something is worrying them.

**4. Promoting Positive Behaviour**

We promote good behaviour by:

* Explaining clear rules and expectations at the start of each session.
* Praising and encouraging children when they behave well, try hard, or help others.
* Providing engaging, appropriate, and well-supervised activities that keep children focused and involved.
* Modelling respectful and calm behaviour ourselves.

**5. Managing Difficult Behaviour**

If a child’s behaviour falls below expectations, staff will:

* Remind the child calmly of the rule or expectation.
* Offer support to help the child re-engage with the activity in a positive way.
* If behaviour does not improve or becomes unsafe, the child may be asked to take a short break from the activity.
* In cases of repeated or serious unsafe or disruptive behaviour, parents/carers will be informed and a discussion will be held to decide on the best way to support the child moving forward.

We aim to resolve difficulties in a way that preserves the child’s dignity and helps them learn from the experience.

**6. Supporting Children with SEND**

We recognise that some children may have special educational needs and/or disabilities (SEND) that affect how they respond to expectations, communicate, or regulate their behaviour. Staff are committed to understanding and supporting each child’s individual needs.

Where appropriate, we will:

* Work with parents/carers to understand a child’s needs and any known strategies that help.
* Make reasonable adjustments to how instructions, activities, and rules are presented to suit the child’s learning and communication style.
* Provide additional support or alternative tasks if needed to keep the child engaged and successful.
* Be patient and flexible in how we respond to behaviour, recognising when it may be linked to anxiety, sensory needs, or other factors beyond the child’s control.

Our goal is to ensure every child can participate fully, feel included, and succeed at their own level while maintaining a safe environment for all.

**7. Safety and Non-Negotiables**

Certain behaviours are not tolerated because they put others at risk. These include:

* Running in the workshop.
* Using tools recklessly or without permission.
* Deliberately damaging tools, materials, or other people’s work.
* Physically hurting others or using abusive language.

These behaviours will be addressed immediately, and parents/carers will be informed if necessary.

**8. Inclusivity**

We welcome and value all children, regardless of background, ability, or need. Staff work to create a fair and respectful environment where everyone has an equal opportunity to take part and feel proud of their achievements.

**9. Review and Monitoring**

This policy is reviewed annually, taking into account staff experience, parent feedback, and children’s needs.

**Signed:**
Charlotte Cala
Date: 16-07-25
Next review date: 16-07-26