

JUNIOR ADVENTURES GROUP UK

Inclusion Policy

September 2026

The JAG UK Safeguarding & Inclusion team would like to introduce you to S.A.F.E – S.A.F.E is the JAG UK safeguarding mascot he promotes JAG as clubs which provide. Look out for S.A.F.E in our clubs



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JAG Safeguarding & Inclusion Team - Key Contacts

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Policy Statement

JAG recognises its duty of care and is committed to safeguarding from harm and promoting the wellbeing of all children attending our clubs. All JAG policies and ways of working are in place to keep our clubs, the children, our colleagues and partners safe.

All JAG colleagues are required to adhere to all obligations and requirements as set out in, but not limited to Early Years Statutory Framework 2026, Keeping Children Safe in Education 2026, Children's Wellbeing and Schools Act 2026, Crime and Policing Act 2026, Working together to Safeguard Children 2026, Holiday activities and food programme 2025 guidance, SEND Code of Conduct 2014, Equality Act 2010 Health & Safety at Work Act 1974, Children's Act 1989, What to do if you are Worried a child is being Abused 2015 and Online Safety Act 2023. All JAG UK policies are underpinned by all current legislation and guidance.

JAG is committed to delivering a high-quality inclusion programme whilst promoting the welfare of all children and expects all team members to share this commitment.

Our commitment includes working in partnership with parents/guardians, school personnel and other professionals to ensure children are supported and given the opportunity to reach their full potential. JAG is committed to undertaking a holistic view of a child's needs, making reasonable adjustments as far as is possible enabling children to fully participate in JAG activities and experiences.

JAG recognises that all children have the right to be cared for, educated and supported in reaching their full potential alongside their peers through positive interactions and experiences. JAG clubs provide a positive and welcoming environment where we are committed to being inclusive where reasonable adjustments can be made. JAG believes every child's needs are unique.

My child has individual identified needs; how can you help?

At Junior Adventures Group we pride ourselves on being inclusive (please see details below regarding reasonable and unreasonable adjustments) and committed to providing an enriching environment where every child in our care can thrive.

To deliver on this and ensure we always safeguard your child, it's vital that we're informed of any individual support your child may need to fully access our clubs. Please include this information on the child record page of your account. Please do not pre-book any sessions until we've confirmed we can deliver the specific support your child needs. To help this process run please contact SENCO@junioradventuresgroup.co.uk and arrange a conversation with a designated colleague who will be able to assist you further.

SEND defined

JAG UK recognises the following definitions of special educational needs (SEN) taken from The SEN code of practice 2015. A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they:

- A) Have a significantly greater difficulty in learning than the majority of others of the same age
- B) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or post 16 institutions

Equality

JAG has a responsibility to ensure positive attitudes to diversity and differences, not only so every child is included and not disadvantaged, but also to support their learning and understanding from the earliest age to value diversity in others and grow up making positive contributions in society.

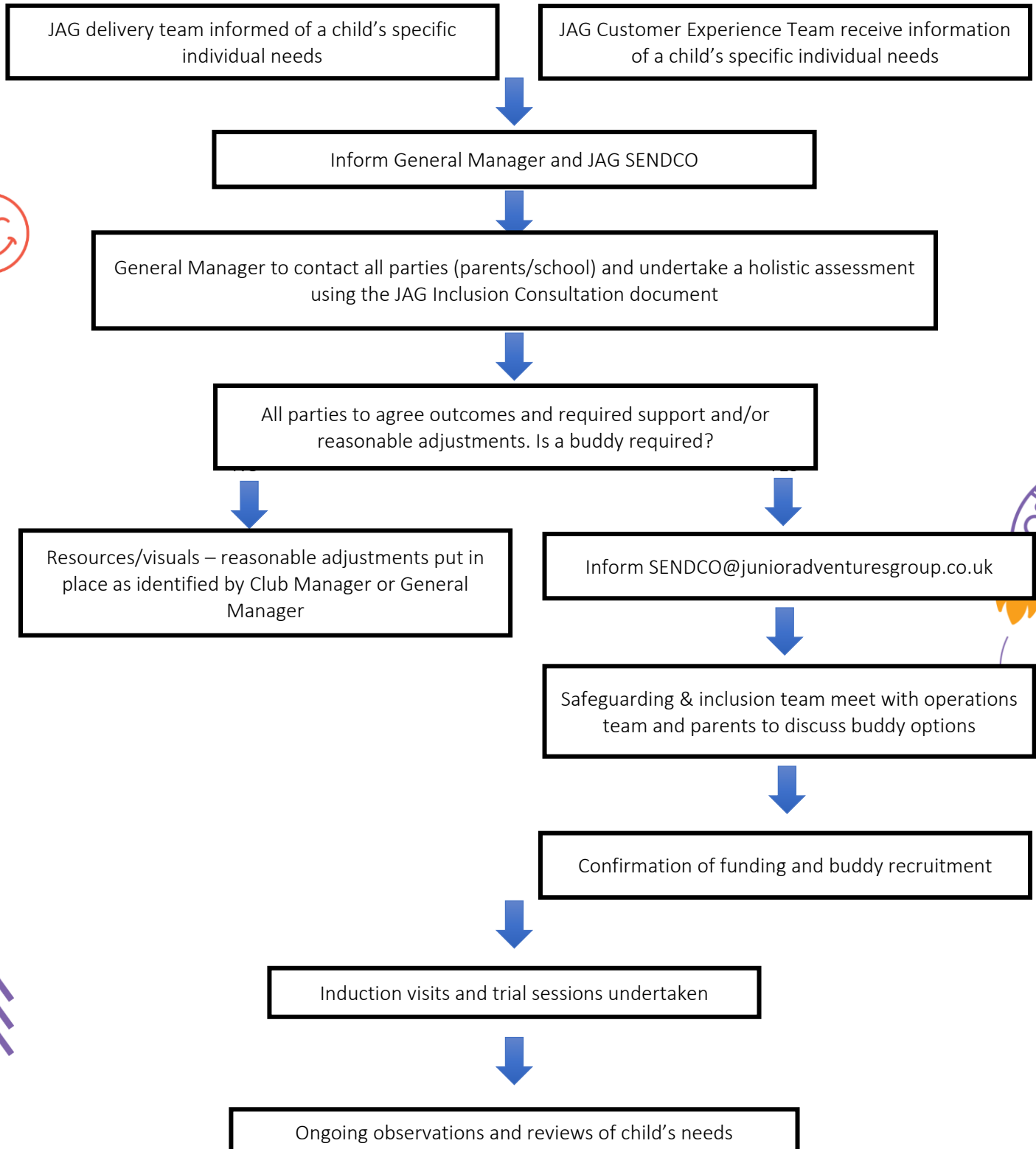
All JAG clubs provide a secure and caring environment, free from discrimination, ensuring all children and partners are valued as individuals without stereotyping.

To ensure inclusivity, free from discrimination JAG will.

- Respect all racial origins, religions, cultures and languages in a multi-ethnic society
- Not discriminate on grounds of disability, sexual orientation, class, family status and health/illness status
- Celebrate expressions of culture and religion
- Strive to ensure that all children and partners feel good about themselves and others, by celebrating their differences which make them unique and individual
- Challenge any forms of discrimination or harassment and report to authorities as is suitable

Process

JAG have a comprehensive SEND support process: Abbreviated version.



Induction Sessions

All children with specific individual needs and their parents will be invited to visit the club to meet the JAG leaders and familiarise themselves with the club prior to attending. This is a free of charge 30-minute visit at time agreeable by both parties. The parents are required to remain with the child during this induction visit.

Trial Sessions

All children with specific individual needs will be invited to attend a trial session, where they can attend a session without parents and fully take part in the activities and routine of the club. All trial sessions are free of charge and can be for a maximum of 180 minutes at a time agreeable by both parties.

Reasonable adjustments

The SEN Code of Practice states.

Reasonable adjustments are changes that organisations and people providing services must make if someone's physical or mental disability puts them at a disadvantage compared with others who aren't disabled. Reasonable adjustments can largely be described as the positive steps educational settings must take to enable a disabled pupil to participate in the life of the (provision).

JAG defines reasonable adjustments as the changes which are made to our provision so that a child is not disadvantaged compared to others. It is specifically about changes which are made to support an individual child.

JAG will attempt to make any reasonable adjustments to the environment, level of care, training, communication to provide the care for a child. We are committed to supporting, however if deemed unreasonable adjustments or funding restraints or inability to change the environment to ensure suitable for a child; JAG will document this and provide clear actions attempted and offered as well as re-visiting and working in partnership with school, parent/guardian, Local Authority to ensure all options to ensure the child can attend have been investigated.

JAG can support a child by making the following reasonable adjustments, this is a non-exhausted list and there may be other adjustments which can be made based on a child's individual needs if deemed reasonable by all parties.

- Accessibility aids including ramps and handrails
- Visual aids and other communication tools (Universal Makaton)
- Implementation of JAG buddy box (range of sensory resources)
- Bespoke, flexibility in attendance hours
- Identified 'safe' space
- Specialised training
- Sensory circuits

Unreasonable adjustments

Adjustments which are not reasonable and therefore may not be suitable for JAG to implement are defined as adjustments which will impose a disproportionate burden on JAG.

Note: Children requiring intimate care or support with toileting are unable to access JAG leisure centre clubs due to access to and use of public facilities. In Schools we are required to have suitable changing facilities and an additional member of staff (Buddy) to ensure we are safeguarding all parties.

The JAG buddy (1:1)

JAG recognises that some children may require a higher level of adult supervision to ensure their safety and that of others. If it is agreed that a child needs a higher level of adult supervision to support their individual needs, we would require for a 'buddy' to be assigned to the child.



A JAG buddy is a specialist team member with knowledge in childcare and experience of supporting children with individual needs and requirements. All JAG buddy's complete SEND Awareness and JAG Buddy training prior to commencing in their role.

The role of the JAG buddy is to develop a positive relationship with the child and family, plan for the child's time in club making reasonable adjustments to the environment and programme as is required to meet the child's needs and to always support the child they are attending.

The provision of a buddy is an additional service offered by JAG; this service is chargeable at £15 per hour in addition to the standard fees payable. We are able to offer bespoke buddy services and packages including:

- **Buddy employed by JAG:** We would hire a Buddy that would work with your child. Our Buddies have all the recommended training and will be able to support all your child's needs. The cost of this is £15 per hour, this requires a minimum of half a terms notice.
- **Agency buddy:** This is a specialist agency working with children with SEN. The cost of this can vary.

JAG Safeguarding & Inclusion team will give parents guidance on payment options and can support with applying for funding where required however this is not always guaranteed.

If a child needs a buddy, any attendance will be paused by JAG until a suitable buddy is in place, this is to ensure the health, safety and well-being of all parties.

JAG normally requires a minimum of half a terms notice to attempt buddy recruitment once payment is agreed.

A buddy agreement will be shared between all parties to support the provision of the additional service. A copy of the buddy agreement is available on request.

Behaviours which challenge



JAG promotes positive and socially acceptable behaviours amongst colleagues and children. All JAG colleagues are expected to always present as positive role models to the children. The JAG positive reinforcement approach to effective behaviour management promotes the welfare and enjoyment of all children attending our clubs. JAG will work in partnership with children, parents/guardians and school partners to manage behaviours which challenge using clear, consistent and positive strategies.

JAG colleagues will never use corporal or any other form of punishment or shaming as a threat or a means of behaviour management. JAG recognises that threatening any punishment could adversely affect a child's well-being.

JAG does not endorse the use of 'time out' or reward/behaviour charts as effective strategies for managing behaviours which challenge.

JAG expects all children and adults to.

- Use socially acceptable behaviours
- Present as positive role models to others
- Respect one another, accepting differences in race, gender, ability, age, religion and sexual orientation
- Ask for assistance if needed
- Show respect for JAG core values



ACEs are adverse childhood experiences. These are difficult or traumatic experiences during childhood that can affect a child's health, learning, relationships and wellbeing.

WHAT ARE ACEs?



Abuse

physical, emotional, or sexual harm



Neglect

when important physical or emotional needs are not met



Difficult home experiences

such as domestic abuse, substance misuse, mental illness, separation or divorce, or imprisonment

HOW ACEs CAN AFFECT CHILDREN



A child's stress system can stay on high alert, making it harder to feel safe and calm.



Big feelings can be harder to understand and manage.



Trust and relationships may feel harder.



Learning and concentration can be affected.



Behaviour can be a way children communicate stress, fear or unmet needs.

IMPORTANT TO KNOW

- ACEs do not decide a child's future.
- Children can heal when they feel safe and supported.
- One caring relationship can make a big difference.

WHAT HELPS

Safety

Feeling safe helps children feel secure.

Predictable routines

Routines help children feel calm and know what to expect.

Being listened to

Feeling heard helps children feel safe, valued and understood.

A trusted adult

Having one trusted adult can build safety and connection.

Early support

Getting help early can improve outcomes.

Children need understanding, safety, and support – not blame.

UNDERSTANDING TODAY, BETTER OUTCOMES TOMORROW.



Managing behaviours which challenge

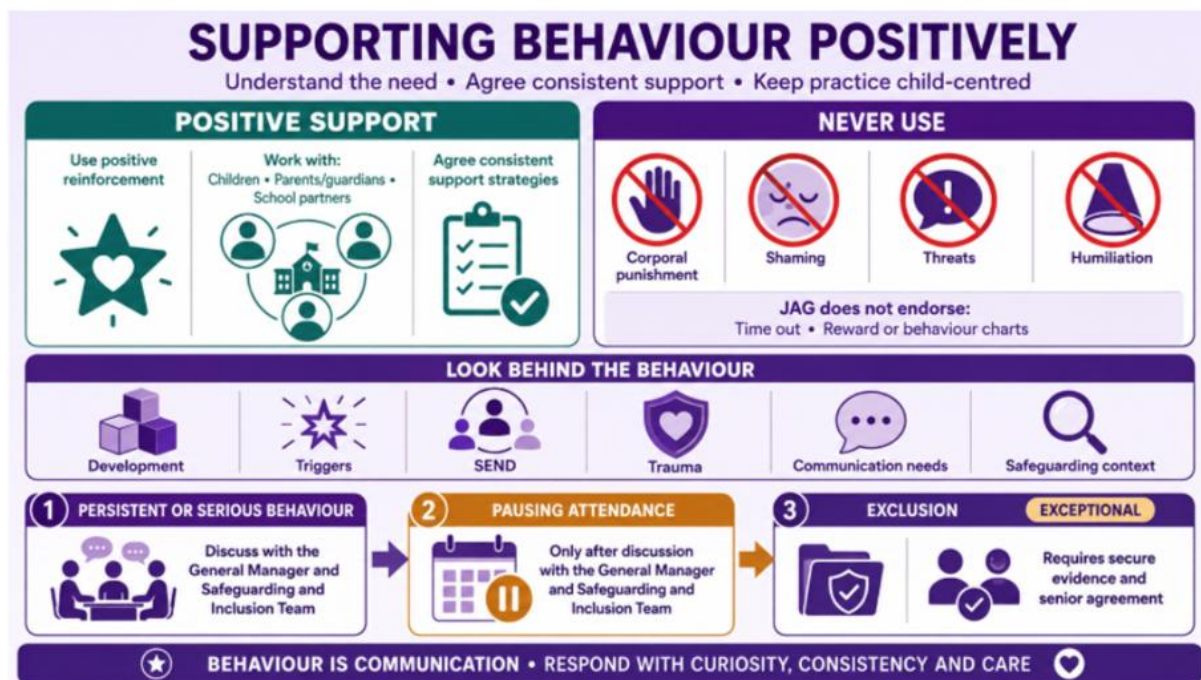
Any incidents of behaviours which are deemed challenging and unacceptable will be challenged, this may include but is not limited to:

- Bullying
- Name calling
- Aggressive shouting, swearing
- Intimidating behaviour
- Threatening behaviours
- Any form of abuse including physical or verbal

A child who displays behaviours which challenge will be supported in understanding why these behaviours are not acceptable within a JAG club, a member of the JAG team will take time to talk to the child about the impact of these behaviours and help them to identify making better choices.

If a child continues to display behaviours which challenge the following steps will be taken:

1. The child will be given a warning and as above a discussion on why the behaviours are unacceptable and making better choices
2. Parents/guardians will be informed of the child's behaviour and actions taken
3. A discussion with the parent/guardian and child will be convened and attended by the General Manager and the JAG SENDCO
4. Effective strategies will be agreed and put in place consistently to help support the child
5. All parties will work together providing consistency and support for the child
6. Where strategies prove unsuccessful and behaviours are unacceptable, dangerous and put the child, other children and/or staff at risk, the pausing and escalation procedures (below) will be implemented.



Childrens development –

JAG recognises the ages and stages in children's development and learning and inevitably there will be times when they need support and guidance to understand acceptable and non-acceptable behaviours.

JAG colleagues will always be mindful of and consider developmental age and stage when managing behaviours which challenge, looking to identify triggers.

Pausing attendance

JAG reserves the right to pause a child's attendance for an agreed period, giving the child time for reflections and regulation before returning to club. In this instance the most senior colleague in the JAG club must discuss this option with their General Manager and a Safeguarding & Inclusion team colleague prior to taking any action.

Once the pause in attendance is agreed parents will be contacted by the General Manager and informed of the pause in attendance, the period of the pause and the reasons for this.

Escalation to exclusion

There may be exceptional circumstances when all other attempts of managing a child's behaviour have failed resulting in no further option than to exclude the child from attending JAG clubs.

The decision to exclude any child will not be taken lightly and there must be secure evidence from the JAG team to support this decision. In this instance the most senior colleague in the JAG club must discuss this option with the General manager and Safeguarding & Inclusion team, and a JAG DSL prior to taking any action. Once the exclusion in attendance is agreed parents will be contacted by the General Manager and informed of the exclusion.

If at any time a child's behaviour is extremely anti-social, then temporary or permanent exclusion may be implemented immediately.

Examples of extreme anti-social behaviours may include but are not limited to.

- Causing significant damage to property
- Causing harm to another child or JAG colleague causing injury
- Self-harm

Any exclusions may be reviewed following a 6-week (half term) period.

Physical handling as a Protective Measure

JAG has a **NO TOUCH** Policy, and staff members should not physically handle or intervene with children unless it is a protective measure to protect a child's welfare or safety.

Where Physical handling of a child as a Protective Measure is used by JAG Staff in response to serious risks presented by incidents involving any child, additional consideration is also required for children

with SEND, mental health problems or with medical conditions, staff should, in considering the risks carefully, recognise the additional vulnerability of these groups.

By planning positive and proactive behaviour support, for instance through drawing up individual support plans for more vulnerable children, and agreeing them with parents, staff can reduce the occurrence of challenging behaviour and the need to use Physical handling as a Protective Measure.

If physical handling does occur, for whatever reason, it must be reported immediately to the JAG Safeguarding Team, so the incident can be reviewed and investigated. The Safeguarding Team will determine what further action is required, including possible suspension or whether advice or referral to the LADO is appropriate.

If you witness another member of staff physically handling, restraining or intervening with a child, you must report this immediately to the JAG Safeguarding Team.

Do not investigate the incident yourself or delay reporting while trying to establish what happened. Record what you directly saw or heard as factually as possible and follow the safeguarding instructions given.

If a child is in immediate danger, call 999 immediately and then contact JAG Safeguarding DSL.

Promoting awareness and training

JAG promotes awareness of inclusion through an extensive inhouse training programme covering the following areas:

- SEND & inclusion awareness
- An Introduction to compliance
- Level 3 Safeguarding children & young people
- Whole of child & programming

We also have a library of extended training sessions and resources available including but not limited to:

- Autism
- Managing behaviours which challenge
- Epilepsy
- Diabetes
- Early childhood trauma
- Using visual aids and other communication tools

Higher level targeted training is accessed from external nationally recognised organisations and training providers.

JAG has a Safeguarding and Inclusion team who are trained as SENDCO's (Special Educational Needs Coordinator) and DSL's (Designated Safeguarding Lead).

JAG right to pause attendance

JAG understands its legal and moral obligations and firmly recognise our duty of care. JAG will undertake all actions as set out in this policy document in its best efforts to provide for all children however should it be deemed by any party that the JAG provision is not suitable for a child, is unsafe for a child putting themselves or others at risk the General Manager will discuss this with the parents/guardians and where suitable will advise on and signpost to alternatives using local offer knowledge.



In some circumstances JAG may need to pause a child's attendance either for a short or extended period due to high risk levels and/or safeguarding concerns. This would always be discussed with the parents/guardians at time of concerns being escalated by the General Manager and a colleague from the Safeguarding & Inclusion team. In these circumstances evidence will be provided to the parents/guardians as to why this action is being taken and we ensure all periods of non-attendance are fair and consistent.

JAG will continue to work with parents/guardians to establish plans to support a child's return to club, which will be agreed by all parties and regularly reviewed. In the unlikely event that concerns continue to be raised, risks are still significant JAG reserves the right to exclude a child on a permanent basis. In these circumstances evidence will be provided to the parents/guardians as to why this action is being taken and all steps which have been taken prior to support the child.



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Building brighter futures together