



ALL TOGETHER ACTIVE

**ENDORSED
BEHAVIOUR
MANAGEMENT
STRATEGIES**



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What is the purpose of this document?

These strategies have been chosen as they are typically something that can be safely and fairly easily implemented by Red Tops whilst still being able to give adequate supervision to their group. They cover a broad range of needs and have proven to be successful in previous seasons.

In terms of behaviour, your Online Learning contains a lot of information about managing behaviour positively, as well as it being reiterated within the kings talk at the start of each day.

All children deserve to be praised and rewarded for doing well. Create an environment where children want to behave well for you and this is positively reinforced – plenty of high fives, praise and positive verbal and body language.

We have a clear step by step behaviour policy for unhelpful or negative behaviour, especially when it is repeated behaviour. It is your job to speak to your manager about any children who are really challenging you. Work together to think of new or different ways to engage them positively, don't jump straight to reprimand.



Kings Camps Behaviour Management Framework

It is vital that children, parents and staff behave in a way that encourages the fun, safe and secure environment we're committed to providing. Every child is unique but there are common behaviours that are needed for camp to be successful.

Our behaviour management framework includes expected and not-acceptable behaviours, and our process for managing behaviours that compromise the well-being of children and staff. Our intention is to always provide harmonious and positive experiences for every child in our care and offer consistency in our approach to disruptive or un-safe behaviour.

Expected Behaviours	Yellow Card Behaviours	Red Card Behaviours
Be helpful	Being disruptive	Being physical with others
Be respectful and polite to others	Damaging equipment or facilities	Racial, homophobic or discriminatory language or actions
Get involved and participate	Failing to follow the mobile phone policy	Repeated incidents of Yellow Card behaviour
Kind hands, feet and words	Lack of taking responsibility for your actions	Repeatedly failing to follow the mobile phone policy
Take responsibility for your own actions	Negative, hurtful or unkind words and actions	Stealing, vandalism or deliberately damaging equipment or facilities
	Not allowing others to be heard	Un-safe behaviour e.g. running away, climbing fences or hiding
	Not keeping your hands and feet to yourself	Verbal threats or intent to hurt others
	Repeated not listening and following directions	

The Kings Camps Behaviour Support Team reserves the right to escalate or skip stages of the behaviour management framework where incidents are deemed to have an adverse impact on other children, staff, venue or the safety and experience of others is at risk. As standard, a Behaviour Response form will be completed by the staff on-site detailing what has happened in order to provide full context for parents. A copy will be given to the parent and the other copy is retained by Kings Camps Head Office.



Outcomes of poor behaviour

Yellow Card Behaviours

Behaviour Management Stages

Stage 1: Group Coach informs child that behaviour is not acceptable and child is asked not to repeat it

Stage 2: Repeat behaviour - Site Manager is informed, incident recorded on Behaviour Response form and parent informed (usually at pick-up time or sooner at Site Manager's discretion)

Stage 3: Further poor behaviour – outcome selected based on severity and frequency of Yellow Card Behaviour

Outcomes of Yellow Card behaviour

Y1. Agreed behaviour management strategy is implemented by Group Coach and Site Manager. Parent to support staff with ideas.

Strategies that Kings Camps staff can use – basic sticker/reward chart, creating a safe space nearby their group, having small toy or resource with them for comfort (no screens), showing an emotion card to their group coach, having a now/next card

Y2. Child's parent informed of behaviour (via behaviour report form and speaking to them in-person) and told that any further incident will lead to a cooling off period

Y3. Child's parent is called to come and pick them up. A cooling off period is issued and the child may return the following day but any further incident will lead to them not being able to return to camp

Y4. Child's parent is called to come and pick them up. A 24-hour cooling off period is issued after which the child may return but any further incident will lead to them not being able to return to camp

When the child returns to camp, both parent and child should understand that further instances of Yellow Card behaviour will result in them not being able to return to camp.



Red Card Behaviours

Behaviour Management Stages

Stage 1: Child is informed that behaviour is not acceptable and that parents will be informed. Site Manager and Head Office informed. Paper and online reports are completed.

Stage 2: Call Behaviour Support Team (0114 263 2150 or Ops Team directly) to agree suitable outcome with Site Manager to make recommendation

Stage 3: Behaviour Support Team to agree outcome and to assist in implementing it e.g. calling parents to inform them

Stage 4: Behaviour Support Team to review if the child can return in future

Outcomes of Red Card behaviour

R1. Child is picked up from camp that day and has a 24-hour cooling off period

R2. Child is not being able to return to camp for the remaining week

R3. Child is not being able to return to camp for the remaining season

R4. Child is unable to return to camp indefinitely

Incidents will be recorded online using our online Incident Report to ensure that Head Office and the Regional Manager are informed of what is happening to be better placed to advise.



Strategies

Sticker/reward chart

- Get the child to decorate it themselves so that they feel like it is special, individual for them and they are invested in achieving their goals
- Set 3 individualised targets for the child which positively frames what they need to focus on. For example; listening to instructions, follow directions the first time they are given and being kind to other children
- Use stickers, stamps, stars or smiley faces to reward their positive behaviours and re-direct their attention to meeting their targets

Create a safe space

- Use cones or a hula hoop to create a space exclusively for that child. They can feel ownership of it by choosing the colour and being able to carry the equipment during transitions
- If they are feeling overwhelmed or need some chill out time, they can use their portable safe space to have that time when they are not to be disturbed by other children or excessively by the coach
- Set up the safe space close to the group, for example on the side of the sports hall or on the sidelines of the grass pitch – this keeps the child close for supervision purposes but they are also able to have a break until they are ready to re-join the activity with their group

Comfort toy/resource

- A small stuffed animal, a book or fact-file, sticker book etc. all make for good distraction or grounding for a child who is feeling overwhelmed. It can offer comfort or a source of familiarity for them until they are ready to re-join the activity with their group

Emotion Cards

- Small cards with a message on it such as 'I am feeling overwhelmed' 'I am feeling angry' or 'I need a break' that a child can show to their coach if they are struggling to regulate their emotions
- Encourage the child to engage with their coach and express their emotions rather than displaying disruptive behaviour and praise the child when they use it effectively

Now/Next

- This is a visual strategy to help children understand and complete activities, keep them on task and help them with transitions
- Show a plan for the next hour, the morning or even the whole day, depending on what would help that child the most. Keep it updated and explain any changes to the plan
- Use the now/next board to pre-empt transitions with children and explain that one activity is coming to the end and what they will be going to next



Attention Grabbers

It is crucial to establish your approach to capturing children's attention right from the outset. When introducing yourself, clarify that when you require their focus for the next instruction, you will employ one of the following methods and communicate your expectations (e.g., pausing their current activity directing, eyes on you, and attentively listening for the next instruction). The following methods are examples and you are not limited to the use of these alone, be creative and try to think of a new one!

Be consistent: Use the same attention grabbers each time you coach. This will help the children to know what to expect and make it easier to get their attention.

Be enthusiastic: Use your voice and body language to show the children that you are excited and engaged. This will help to get their attention and make them want to participate.

Be creative: Don't be afraid to come up with your own unique attention grabbers. The more fun and creative you are, the more likely the children are to pay attention.

Call and response

- I say "when I say kings, you say camps, Kings", you say "Camps" ,"kings" "camps" "kings, kings, kings" "camps, camps, camps"
- I say "macaroni Cheese", you say "everybody freeze"
- I say "1,2,3", you say "eyes on me"
- I say "can I get a", you say "whoop whoop"
- I say "hocus pocus", you say "everybody focus"
- I say "scooby do be do,", you say "where are you"
- I say "whooooo lives in a pineapple under a tree", you say "SpongeBob square pants"
- I say "flat tyre", you say "shhhhhhhh"

Call and response – actions

- I say "hands on head, hands on knees, hands on shoulders", you follow instructions
- I say "Shark attack", you put hands together on your head like a fin
- Countdown - Begin at 5 and count down until arriving at 0. This gives the children time to finish or stop what they are doing and focus on the you.

Sound effects

- Clapping
 - Create a clapping pattern/ rhythm that the children echo back or complete
- Sing a tune
 - Create a tune that the children echo back or complete



Transitions between facilities

chanting

- *Create fun safety songs or chants that the kids can sing or recite while moving between facilities. Make them catchy and easy to remember.*

Examples:

- everywhere we go
- there was a great big moose
- Boom-Chicka-Boom
- Baby shark

Play a game

- Animal parade - Assign each child an animal and have them mimic the animal's movements and sounds as they move from one facility to another. For example, they can hop like kangaroos or walk like elephants.
- Simon says
- Follow the leader
- Alphabet Game - Start with the letter "A" and have children take turns finding objects that begin with each letter of the alphabet. For example, "A" could be an apple tree, "B" could be a bird, and so on.

numbering off

- assign each child within your group a number
- ask the children to practice calling out their numbers sequentially.
- This helps ensure that everyone knows their assigned number and can call it out clearly.
- Before transition to a new location, children should call out their number to ensure everyone in your group is present

buddy system

- Pair children up with a buddy.
- They can be responsible for each other's safety and make the transition more enjoyable.
- You can even turn it into a game by rewarding pairs that stick together.



Inclusivity

It is apparent that there is often a clear correlation between disengaged children and poor behaviour. Therefore, it is crucial that you keep the children active and engaged on the task they have been set. There are some general rules of thumb for camp which ensure that everyone, including **all** children and coaches, get active and involved. These are:

- There is no 'sitting-out.' Children who are reluctant to participate are given a responsibility, such as keeping score or time-keeping.
- Children are never stood around or bored
- Children should be active throughout sessions, with multiple teams within a group so there's never a need to stand for a long time waiting for a turn
- Age and ability-appropriate equipment, resources and sessions are provided to enable every child to increase their confidence and ability.
- Your activities are well timed and progressive
- The coach participates with the children for many different reasons such as; controlling the tempo of a game, helping to moderate the score, challenge and motivate children more
- Your games are out of the ordinary – get creative and have fun
- Be willing to adapt and change the rules of a game to challenge their abilities
- Fluid transitions from one activity to the next