

# Kings Camps Behaviour Management Framework



It's 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 communities to thrive, and we ask that parents and children read and agree to our code of conduct prior to booking and attending Kings Camps.

Our code of conduct 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 we appreciate your support to ensure this happens.

## Kings Camps expected behaviours

- Be helpful
- Be respectful and polite to others
- Get involved and participate
- Kind hands, feet and words
- Take responsibility for your own actions

## Yellow Card behaviours

- Being disruptive
- Damaging equipment or facilities
- Failing to follow the mobile phone policy
- Lack of taking responsibility for your actions
- Negative, hurtful or unkind words and actions
- Not allowing others to be heard
- Not keeping your hands and feet to yourself
- Repeated not listening and following directions

## Red Card behaviours

- Being physical with others
- Racial, homophobic or discriminatory language or actions
- Repeated incidents of Yellow Card behaviour
- Repeatedly failing to follow the mobile phone policy
- Stealing, vandalism or deliberately damaging equipment or facilities
- Un-safe behaviour like running away, climbing fences or hiding
- Verbal threats or intent to hurt others

## Outcomes of poor behavior

# 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 – Camp Manager is informed, incident recorded on Behaviour Response Report and parent informed (usually at pick-up time or sooner at Camp Manager's discretion)

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

End of Season - Notes are made on child's profile for future seasons. These form part of the child's notes to staff for 1 year following the incident. Kings Camps Behaviour Support Team will review a child's notes from the previous year when considering suitable outcomes.

## Outcomes of Yellow Card behavior:

- Y1. Agreed behaviour management strategy is implemented by Group Coach and Camp 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 understand that further instances of Yellow Card behaviour will result in them not being able to return to camp.

The Kings Camps Behaviour Support Team reserves the right to escalate or skip stages 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 Report 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.

# Red Card Behaviours

## Behaviour Management Steps

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

Step 2: Behaviour Support Team will agree suitable outcome with Camp Manager to make recommendation

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

Step 4: Head Office to review if the child can return in future seasons or not

## Outcomes of Red Card behavior:

- 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.

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As standard, a Behaviour Response Report 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.

If Parents have any queries and would like to speak to Head Office regarding our Behavioural Management Policy, please call our Membership team on 0114 2632160 who will be happy to help.

## Strategies for Kings Camps staff to employ:

### 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 be used exclusively for that child – they can feel ownership of it by choosing the colour and being able to carry it 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 behind 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 factfile, 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 helps the child 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

Success with implementing these strategies would look like Yellow Card behaviours being drastically reduced, the coach being able to successfully manage this behaviour alongside their group responsibilities and the child participating and enjoying the Kings Camps experience.