



Camp – Behaviour Policy

This policy supports the Discovery Holiday Club to work together with stakeholders in an effective and considerate way and in encouraging positive behavior in and around school.

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Applicable to	Extended Services Holiday Camps

Document History

Version	Version Date	Author	Summary of Changes
V0.1	January 2019	Megan Williams	Draft policy created
V0.2	March 2019	Helen Stockill	Policy formatted for Education Standards Committee approval
V1.0	March 2019	Helen Stockill	Policy approved by Trustees
V2.0	August 2021	Megan Williams	Policy Reviewed
V3.0	May 2023	Zack Minton for WAC	Policy Reviewed

1. Introduction

At Discovery WAC we aspire to ensure that all pupils feel safe, secure, and valued. We want children to grow socially and personally. Through restorative approaches, children are taught about right and wrong, fairness, justice, and tolerance.

To achieve a purposeful, happy, and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibility.

2. Aims

This policy aims to:

- **Create a community of self-discipline and acceptance**, where everyone takes responsibility for their actions
- Provide a **consistent approach** to behavior management
- **Promote** and **maintain** clear expectations of behavior
- **Celebrate successes** and good behavior, and where behaviour is inappropriate, to challenge that behavior positively through the restorative approach and language
- **Encourage** positive relationships
- Ensure **equality and fairness** of treatment for all
- Outline our system of **rewards and concerning behaviours**

3. Rules

Our rules have been developed in conjunction with staff and children and are the foundation of a positive and consistent approach to behaviour management. The WAC rules are clearly displayed below and are discussed regularly with children.

Whilst at WAC we encourage children to:

- Use socially acceptable behaviour (Listen to others, be polite)
- Respect one another, accepting differences of race, gender, ability, age and religion
- Develop their independence by maintaining self-discipline
- Choose and participate in a variety of activities
- Ask for help if needed
- Enjoy their time at the Club

4. Roles and responsibilities

The Extended Services Manager

The Extended Services Manager is responsible for developing and implementing the behaviour policy. To ensure that Discovery Holiday Camps environment encourages positive behaviour and that staff deal effectively with poor behaviour.

WAC Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Ensure stimulating and engaging activities are provided for children Foundation – Year 6
- Develop a positive relationship with all pupils
- Respect pupils, listen to their views without discrimination and respond subtly
- Modelling positive behaviour at all times
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Working in partnership with parents to support pupils to develop positive behavior and celebrate pupils' efforts and achievements
- Recording behaviour incidents on internal systems

5. Rewards

All staff should take time to recognise positive behaviours and reward success through making proactive use of:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Certificates

6. Concerning behaviours

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences are in place when unacceptable behaviour is displayed. It is inevitable that as children develop and learn, there are times when they need support and guidance to understand that their behaviour is not acceptable. Staff at WAC will try to determine the cause or triggers of the behaviour to prevent the situation from recurring by using restorative approaches. At WAC we use the same positive behaviour structure followed during the school day.

Positive Reminder	If a child behaves in a way which breaks Wraparound Care rules an adult will give a positive reminder of the specific rule which they need to follow and what they need to do.
Stop and Think	If a pupil continues to display unacceptable behaviour despite being given opportunities to improve their behaviour, they will be asked to stop and think away from the activity for 5 minutes. Staff will discuss with the child why the behaviour displayed is deemed inappropriate.
Graduated Behaviour Cards.	At Sibley Community Primary School, we follow a graduated behaviour system. Each classroom will have a representation of the coloured stages on display. The behaviour policy extends to clubs and Wrap Around Care. The graduated system will be adhered to in the same way as it would in the classroom. Continuous

	unacceptable behaviour during this time may result in the child being secluded from the club. It may also result in the child having a fixed term seclusion or being permanently removed from the club/provision if the Wrap Around Care Lead for the Trust and Headteacher feels that the health and safety of the other children and or adults in the club is compromised.
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We understand that poor behaviour management can adversely affect mental health, therefore, consequences will be applied in a way that maintains self-respect and as soon as possible after the inappropriate behaviour has occurred.

Staff will encourage and facilitate mediation between children to try to resolve conflicts through discussion and negotiation. If the inappropriate behaviour appears to be as a result of boredom, staff will consult with the child to find activities that will fully engage them. Staff will discuss with parents to formulate clear strategies for dealing with persistent concerning behaviours.

7. Personalised approach

We acknowledge that some children will require additional support in order to achieve acceptable levels of behaviour. Where we identify a child with these needs, we will work closely with the parents or carers to deal with the inappropriate behaviour.

As part of their personalised approach some children may sometimes need physical intervention; if required this should be discussed with the Extended Services Manager and a Positive Handling Plan would be signed by all stakeholders (Discovery Holiday Camps, School, and Parents).

8. Exclusions and Suspensions

On rare occasions after consultation with parents and the implementation of behaviour management strategies, a child continues to display inappropriate behaviour, the WAC may decide to suspend/exclude the child. The reasons and processes involved will be clearly explained to the child and parent/carer.

There may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or property could result in a suspension/exclusion.

1. **Suspension** – This is a temporary suspension from WAC which can be between 0.5 and 2 days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the child's return is a positive experience. At the end of the suspension period the manager will meet with the child and parents/carers, to agree any conditions relating to the child's return to the WAC.
2. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the WAC is unable to further meet the pupils needs. If a child is excluded from the WAC, parents/carers will be invited in for a meeting, so all strategies used, and actions taken are shared.

A build up in suspensions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be approved by Extended Services Manager.

Suspensions and exclusions will be fair, consistent, and appropriate to the behaviour concerned, and will take account of the child's age and maturity as well as any other factors relevant to the child's situation. If appropriate, we will seek advice from other agencies; this may include accessing funding for additional support.

9. Review

This behaviour policy will be reviewed by the Extended Services Manager and the Trust Behaviour Lead to ensure it is meeting the needs of the WAC.

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1. Purpose

- What is the policy about and the reason for having the policy? Begin with a statement of purpose that defines the intent and objectives of the policy. It should be relatively short and direct. It is suggested that it begin with an active verb such as, "To promote...., To comply...., To ensure...., etc.

2. Policy statement

- Each policy statement should reflect the basic objectives of the organisation and a description of the general guiding principles or rules.
- Describe exactly who the policy applies to and the consequences for non-compliance, if applicable.

3. Definitions

- It's important to define terms as you go, especially for words and phrases with multiple meanings or technical terms.

4. Responsibilities

- Outline who key responsibilities of each group

5. Add additional headings as required

Add subheadings and bullets where needed. Use Heading 1, 2 or 3 style if you want to create a table of contents entry.

6. Add additional headings as required

- Add subheadings and bullets where needed. Use Heading 1, 2 or 3 style if you want to create a table of contents entry.

7. Related policies

- It is important that policies addressing similar or related issues be linked to ensure that they are consistent.

8. Monitoring

- The author will need to identify what form of monitoring will be used to enable assessment of compliance. Monitoring may take the form of audits, reports, feedback, results of complaints or incidents, sample surveillance, spot checking, documented observations, or feedback.

9. Review

- Add how the policy will be reviewed. The review process should include an examination of the performance indicators and consultation. Explain who will lead the review and how.

Appendix 1 – use the Heading 3 format to include it in the table of contents

