



Education Through Sport: Rise Camps

Behaviour, Exclusion & Antibullying Policy

Reviewed: September 2024

Next Review: February 2025

1. Aims and Expectations:

- 1.1 It is a primary aim of our camp that every member of the Camp community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The camp behaviour policy is therefore designed to support the way in which all members of the camp can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The camp has a number of basic rules, but the primary aim of the Behaviour policy is not a system to enforce rules. It is a means of promoting good relationships so that people can work together with common purpose of helping everyone to learn. This policy supports the camp community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The camp expects every member of the camp community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the camp community.
- 1.6 The camp rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. Rewards and Sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:

teachers congratulate children verbally and/or speak to parents
teachers give children points to children either for consistent good work or behaviour or to acknowledge outstanding effort or acts of kindness in camp

- 2.2 The camp acknowledges all the efforts and achievements of children, both in and out of camp.
- 2.3 The camp employs a number of sanctions to enforce the camp rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

we expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher or to sit on their own.

we expect children to try their best in all activities. If they do not do so, they may be required to redo a task to a better standard or demonstrating better effort.

if a child is disruptive in camp the teacher reprimands him or her. If a child misbehaves repeatedly we isolate the child from the rest of the camp until s/he calms down and is in a position to work sensibly again with others.

the safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others the camp teacher stops the activity and prevents the child from taking part for the rest of that session.

if a child threatens, hurts or bullies another pupil the camp teacher records the incident and the child is punished appropriately. If a child repeatedly acts in a way that disrupts or upsets others the camp contacts the child's parents and seeks an appointment in order to discuss the situation with a view to improving the behaviour of the child.

- 2.4 Teachers discuss the camp rules with each camp and there are reminders in full camp assembly. In addition to the camp rules each camp also has its own camp code which is agreed by the children and displayed on the wall of the camp. In this way, every child in the camp knows the standard of behaviour that we expect in

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our camp. If there are incidents of anti-social behaviour the camp teacher discusses these with the whole camp during discussion time.

- 2.5 The camp does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying we do everything in our power to ensure that all children

attend camp free from fear. We do our best to ensure that children have an understanding of what bullying is i.e. repeated and targeted persecution of another person.

2.6 Through PSHE we endeavour to empower all children to feel confident by employing strategies for dealing with bullying. Camp leaders have an 'Open Door' policy which is supportive to all children who may be distressed. All members of staff are aware of the regulations regarding the use of force by teachers as set out in DfEE Circular 10/98 relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our camp do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3. The Role of the teachers and coaches

3.1 It is the responsibility of the teacher to ensure that the camp rules are enforced in their camp and that their camp behaves in a responsible manner during session times.

3.2 Teachers in our camp have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

3.3 Teachers treat each child fairly and enforces the camp code consistently. The teacher treats all children in their camp with respect and understanding.

3.4 If a child misbehaves repeatedly in camp the teacher monitors the child's behaviour. In the first instance the teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues the camp teacher seeks help and advice from the camp leader.

3.5 The teacher liaises with external agencies as necessary to support and guide the progress of each child.

3.6 The teacher reports to parents about the progress of each child in their camp in line with the whole camp policy. The camp teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4. The Role of the camp leader

4.1 It is the responsibility of the camp leader, under the Camp Standards and Framework Act 1998, to implement the camp behaviour policy consistently throughout the camp and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the camp leader to ensure the health, safety and welfare of all children in the camp.

4.2 The camp leader supports the staff by implementing the policy by setting the standards of behaviour and by supporting staff in the implementation of the policy. The camp leader ensures that this is implemented in keeping with the camp ethos which protects and values the self-esteem of the children and the staff.

4.3 The camp leader keeps a record of all reported serious incidents of misbehaviour.

4.4 The camp leader has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour the camp leader may permanently exclude a child. The Chair of Governors will be notified following the decision to exclude.

5. The Role of Parents:

5.1 The camp works collaboratively with parents so children receive consistent messages about how to behave at home and at camp.

5.2 We expect parents to support their child's learning and to co-operate with the camp. We try to build a supportive dialogue between the home and the camp and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.3 If the camp has to use reasonable sanctions to punish a child, parents should support the actions of the camp. If parents have any concern about the way that their child has been treated they should initially contact the camp teacher. If the concern remains they should contact the camp leader. If these discussions cannot resolve the problem, parents may use the Complaints Procedure to take their concerns further.

6. The Role of Governors:

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the camp leader in carrying out these guidelines.

6.2 The camp leader has the day-to-day authority to implement the camp behaviour and discipline policy, but governors may give advice to the camp leader about particular disciplinary issues. The camp leader must take this into account when making decisions about matters of behaviour.

7. Fixed-Term and Permanent Exclusions:

7.1 Only the camp leader (or the acting camp leader) has the power to exclude a pupil from camp. The camp leader may exclude a pupil for one or more fixed periods for up to 45 days in any one camp year. The camp leader may also exclude a pupil permanently.

7.2 If the camp leader excludes a pupil he informs the parents immediately, giving reasons for the exclusion. At the same time the camp leader makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The camp informs the parents how to make any such appeal.

7.3 The camp leader informs the Local Authority about any fixed-term exclusions beyond five days in any one term, and reports regularly to the governing body on matters of exclusion.

7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the camp leader.

7.5 The governing body has an appeals committee which is made up of between three and six members. This committee considers any exclusion appeals on behalf of the governors.

7.6 When an Appeals Committee meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority and consider whether the pupil should be re-instated.

7.7 If the governors' Appeals Committee decides that a pupil should be reinstated, the camp leader must comply with this ruling.

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8. Monitoring:

8.1 The camp leader monitors the effectiveness of this Policy on regular bases. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The camp keeps a variety of records of incidents of misbehaviour. The camp teacher records minor camp incidents. If felt necessary, on a Behaviour Log which may be used to provide evidence for the Behaviour Team - SENSS or the Educational Psychologist. The camp leader records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of serious incidents that occur at break or lunchtimes.

8.3 The camp leader keeps a record of any pupil who is suspended for a fixed term or who is permanently excluded.

8.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the camp policy is administered fairly and consistently.

9. Review:

9.1 The governing body reviews this Policy regularly. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.