



## Positive Behaviour Guide

2019



Pastoral Care Team

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## Birmingham PHAB Camps

### Our approach to behaviour

All behaviour is communication. As volunteers on a camp we seek not to judge individuals on their behaviour but to support them in communicating their needs in a way that will bring out the best in themselves and how others treat them. The friendlier we are to our participants and fellow volunteers on camp, the easier we will find it to encourage others to behave the same.

We want our participants and volunteers to have an amazing holiday where everyone feels safe, welcome and fairly treated.

This usually happens naturally because of the relaxed and friendly nature of our holidays, which are geared towards fun, kindness, and freedom of expression, with very little call for behavioural management. Never-the-less, it is important to plan how to respond to behavioural challenges, so we have produced this guide to help.

### **Our aim is to foster positive attitudes and to thank and praise positive behaviour**

What better way of encouraging positive behaviour than by showing we value each other? On camp please give thanks and praise to our participants and make time for each of them from the outset to make them feel valued and encouraged to act and respond in the same way. When a participant does something unhelpful, hurtful or harmful, we will highlight this straight away with them, help them to articulate the problem with that behaviour, and agree what will need to happen if they do it again.

We cannot know what examples of behaviour or communication either our participants or volunteers have been influenced by in the past, but we can all commit to leading by example and demonstrating friendship, patience and empathy to everyone on our camps.

### **Who is this guide for?**

**Leaders:** Primarily this guide is aimed at Leaders to help you think ahead, anticipate possible behavioural challenges, and how you will guide your participants and volunteers in responding to such challenges.

**Volunteers:** It is equally valuable for our volunteers to read this guide to gain insight into how we seek to help our participants behave kindly towards one another and what the Leader is likely to expect of the volunteer team in helping achieve this.

**Our mixed-ability camps:** the strategies in this guide are aimed primarily at our mixed-ability camps (**Junior, Senior, Venture and Adult Breakaway**) where the requirement for behavioural management is most prevalent, and the communication skills of our participants largely support a two-way dialogue with them in the modification of their behaviour.

The strategies discussed are likely to be less immediately transferable to a multi-sensory camp (**Breakfree and Freedom**) but we hope the general principles can be adapted as needed and we welcome further input from volunteers of these camps in future revisions of this guide.

## Who is responsible for managing behaviour on camp?

First and foremost we are all responsible for how we behave on camp – including the participants themselves – and we ask everyone to help each other have fun and make friends.

When problems arise, however, it is largely the leaders that are required to take an overview of the behaviour management of each participant. The main reason for this is largely to ensure consistency in our response to the behaviour and a thereby achieve faster resolution.

### **Our Safeguarding Policy states:**

- ⇒ Volunteers will be required at all times to treat everyone with respect and will not administer any forms of discipline that humiliates or ridicules the children.
- ⇒ Volunteers will set a good example to children at all times by being polite, considerate, calm, kind, and gentle. and avoid demonstrating anger or resorting to shouting, when a calm, still and measured approach is far more likely of gaining their co-operation.
- ⇒ Volunteers will manage unwanted behaviour through the use of distraction, supervision and early intervention in potential disagreements.
- ⇒ Any forms of physical harm, verbal abuse or discriminating behaviour carried out by a child will be challenged. Volunteers will act fairly in dealing with all such incidents and seek to be clear on the behaviours we expect, rather than putting all the focus on the behaviours we do not expect.
- ⇒ Except in instances where immediate action is required to ensure any persons safety, volunteers are expected to refer all matters requiring intervention or sanctions to the Leader/s who is responsible for deciding the appropriate response in a timely manner.
- ⇒ All unwanted behaviour should be challenged as soon as possible after it has been witnessed in line with agreed camp guidelines. In instances where a volunteer has no choice but to intervene or challenge behaviour or resort to any pre-agreed sanctions the leader must be informed as soon as it is possible to do so and an Incident Form completed so as to achieve a consistent approach for the participant.
- ⇒ Physical punishment, or the threat to use this method of punishment, will not be used under any circumstances.

### **Our Responsibilities Before Camp**

- ⇒ Camp leaders will decide what behaviours will be expected on camp for both participant and volunteer. This will be specific to the age and abilities of participants.
- ⇒ Camp leaders will give thought to what sanctions and rewards will implemented on camp and who will be responsible for implementing them. This may be the camp leader/s or nominated volunteers during the camp, dependent on .
- ⇒ Behavioural planning will be a topic of discussion at the pre-camp meeting.
- ⇒ **Camp Leaders will use the Home Visits to ascertain what they can about a participants' behavioural needs.** We advise leaders to tactfully ask about this at all Home Visits. Ascertain how any behavioural challenges are dealt with at home and at school. If relevant, you could ask if they have an **Education Health and Care Plan**, or any **Behavioural Support Plans** in place and whether you can take a copy (or photograph) of these.

## **Our Responsibilities During Camp**

- ⇒ To make our participants feel valued. Show an interest in them. Show them we care.
- ⇒ To model positive behaviour to participants at all times; through our own use of language, how we interact with each other and the participants.
- ⇒ To communicate expectations to participants as soon as possible after arrival. This should be done in an interactive manner, giving opportunities for participants to express their own expectations where appropriate. Some examples of this are given on page 6.
- ⇒ To give thanks and praise for positive behaviour throughout the camp. Remember to thank and praise your fellow volunteers also. In doing so we lead by example and demonstrate the positive effects of friendship to our young people.
- ⇒ All volunteers should feel empowered to challenge unkind acts and, where appropriate to their learning capacity, ask the young person to reflect on how they have affected others with their words or actions.
- ⇒ Camp leaders should use the evening meeting to remind volunteers of positive behaviour management strategies and to modify individual participants' behaviour strategies as the need arises. Volunteers should use this time to raise any reoccurring issues or challenges they have experienced. The whole group can then plan a consistent response accordingly.

## **A few good principles in challenging unkind acts or actions on Camp:**

- ⇒ Stay calm and still.
- ⇒ Use a quiet but persistent voice. A young person will usually listen eventually if we don't give them a reaction.
- ⇒ Use neutral language and keep what you need to say to a minimum.
- ⇒ See if you can get them to state the consequences of what they have done rather than lecturing them.
- ⇒ Avoid invading personal space and prolonged eye contact.
- ⇒ Be clear.

NB: When a child first misbehaves, we should consider whether we have made our expectations clear. If we had not previously been clear, or outlined a particular boundary, we can take this opportunity to set the expectation rather than remonstrate or lecture. It's worth using the practice of asking the participant to explain why they think we're putting it in place.

- ⇒ Agree and apply sanctions/consequences with the young person if required.

NB: Where a participant refuses to behave as requested, sanctions will need to be devised, and a series of consequences discussed with the participant so that they are aware what will take place if they continue to behave this way.

- ⇒ Any leader or volunteer who has had to challenge behaviour or impose sanctions should seek opportunity to restore relationship and praise the child at the earliest opportunity – demonstrate to them that it has not affected your view of them.

## **Our Responsibilities After Camp**

- ⇒ Take time to reflect on the positive behaviour management on camp. Reflect on what went well and what could be improved.
- ⇒ Complete the Volunteer Feedback Questionnaire to help us improve our behaviour.

## Modelling expectations

### **Camp is all about friendship and integration.**

It is worth all leaders giving some thought to how we communicate this to the participants, otherwise how else will they know?

Conveying this message successfully will need to be different for each age group. It will not be about reading them a list of rules and expectations. But it could be about setting in place a series of mottos and aims...

### **Suggested Practice for Junior:**

Junior camp could be given a series of three mottos that the children learn on the first day of camp. Volunteers can then refer back to these mottos to help a child see where they are going wrong.

Mottos	Call backs
⇒ We are fun	⇒ <i>Are we being/having fun?</i>
⇒ We are friendly	⇒ <i>Are we being friendly? / Is that a friendly thing to do?</i>
⇒ We help each other	⇒ <i>Are we being helpful?</i>

### **First Day Junior Exercise – Introducing the mottos**

Do not announce the mottos initially – this is part of the game!

Split the camp into three groups in three rooms. Give each group their own *secret motto* and ask them to produce a poster to give examples of how to be *fun, friendly or helpful...* Then bring everyone together and ask each group to present their motto and what it means.

We have now brought the three mottos together and the posters can be displayed in the dining room.

### **Suggested Practice for Venture:**

Venture camp could use a few minutes on the first day simply to tell everyone about PHAB.

*"We've all come on this holiday from Birmingham. Most of us have never met before. This is what camp is about — the chance to make friends with other people from Birmingham we might never otherwise meet. All of us here have different likes, skills and abilities. Please use this week to find out about each other, help each other and above all, make friends and have fun with each other."*

Follow this with a suitable ice-breaker activity to introduce everyone and then end the session by setting **one single aim** for everyone on the camp before breaking for free time:

**Venture aim:** *"try get to know everyone by the end of the week"*.

### **Decide what would work for your own camp**

These are just suggestions to help leaders think what might work on your camp to help set the expectation on camp and encourage our participants to make the most of the week.

## Taking action and planning together

So a participant is presenting challenging behaviour or dare we say – ‘acting up’! This behaviour could be causing offence in public, disrupting the camp, damaging our relations with the centre staff, humiliating or belittling volunteers or, at worst, hurting other participants. Naturally we need to act...

### Steps

#### Step 1 – Calm the situation

- ⇒ Remove participant from the situation as appropriate.
- ⇒ Allow them, others, and yourself a period of calm before proceeding.

#### Step 2 – Self-reflection

- ⇒ Ask them to articulate what just happened **and what lead up to the incident**.
- ⇒ Ask them to explain what the problem with this behaviour may be.
- ⇒ Ask them to consider and then explain how it would make the other person feel.

#### **Wait! Will this work?**

We've found that it does more times than it doesn't. The aim in doing this is to seek to educate rather than remonstrate in the first instance. Young people are usually capable of empathy, so asking them to consider and articulate their behaviour is actually likely to be quite effective to making them reconsider how they behave and the effect it has on others. You can coax and persuade by asking them to consider how they would feel in a similar situation...

#### Step 3 – Putting things right

- ⇒ Ask how we can put this right.  
Again – we're trying the method of putting it in their hands initially. They may or may not respond to this, but we would like to ask you attempt this first before suggesting to them what they need to do now...  
Hopefully they will suggest practical actions such as:
  - ⇒ apologise to those involved
  - ⇒ offer to befriend those they've upset in future
  - ⇒ offer to clear up the mess they've made or make a special effort to help with clear-up the next day
- ⇒ Support them to remember to action the above.

#### Step 4 – Prevention/future consequences

- ⇒ Seek to gain agreement that this should not happen again and why.
- ⇒ Help the child identify what caused the behaviour and what we can do to help them avoid doing it again...
- ⇒ Ask them to say what they think should happen if they do it again (sometimes their suggestion will be harsher than you might have in mind.)
- ⇒ Together: agree a step-plan as to what they agree will need to happen if they do it again.

The form these steps take will be down to the individual, their learning age and the situation. Similarly, the order and number of steps will depend on the severity of the action or the regularity/repetition of the behaviour in question.

## Taking action and planning together continued...

### Steps continued...

#### **Example steps to agree with the participant:**

- ⇒ First reoccurrence – reminder / reiteration
- ⇒ Second reoccurrence – time out for an agreed period or missing an activity etc.
- ⇒ Third reoccurrence – phone call home to parents
- ⇒ Fourth reoccurrence – leave the camp

#### **Note: these are purely examples**

Severe behaviour will involve fewer steps. Less severe behaviour will most likely incur removal of privileges or further timeouts designed to discourage the desire to misbehave.

### **Bullying**

Our Safeguarding Policy states: we will not tolerate bullying of any form, including cyber bullying. Children will be encouraged to disclose any bullying or distress that they experience as a result of another child or a volunteer or leader. A participant known to be bullying will be spoken to calmly by the Leader/s about their behaviour and asked to describe how they feel their actions may have made the other party feel in order to achieve recognition of the harm or hurt they have caused. If their behaviour does not change immediately and they continue to upset or hurt the other children, or volunteers, arrangements will be made for them to leave the holiday.

### **Deciding when to send someone home**

This should only happen in rare instances if the participant's behaviour has become consistently unmanageable or in very rare instances where a single significant act of intent causes lasting harm, and conflict resolution/mediation is not seen as an option.

We trust our leaders' compassion, careful judgement and common sense in making this difficult call.

Leaders do not need to get the approval of anyone else in the charity in this decision, but it is advised they discuss the situation with a trustee or member of the pastoral care team if time allows. An Incident Form detailing the reason for the decision must be completed and the Chair and Holiday Allocation Team made aware as soon as possible, to prepare them for any enquiries from parents.

### **Logistics of sending someone home**

Sending a participant home is not an empty sanction; we can make it happen very quickly if required. Leaders should do one of the following (preferably in this order):

- ⇒ request that the parent/guardian collect the participant
- ⇒ release two volunteers to drive the participant home if the camp has a vehicle
- ⇒ Contact a Trustee/Committee Member to arrange two people to come and collect

It's up to the leaders to what extent the participant remains involved in the camp's activities during the intervening time and how this is managed. We just ask that the participant is helped to understand why this has been necessary and not made to feel a failure for it. Use this period to try and reinforce the positives of the experience and the positive behaviours we have really valued in them.

## **Summary**

### **We ask that your approach to managing behaviour build on the following values:**

- Encouraging a fun and happy atmosphere within all our activities – it's a holiday after all!
- Helping everyone to develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self discipline and articulation so that everyone learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour and sanctions.
- Build self esteem and self belief.
- Reward and encourage positive behaviour.

### **We have recommended:**

1. Using your Home Visit to ascertain behaviour issues and how best to deal with them ahead of the camp.
2. Finding a way to convey the purpose of camp to participants at the beginning.
3. Encouraging young people to articulate how they think their behaviour has made others feel – rather than lecture them.
4. Devising behavioural plans/agreements with the participants, as the need arises, individually and encouraging them to articulate the effects of their behaviour on others.

## **What has not been addressed in this guide?**

### **This guide has not provided guidance on Team Teaching or Restraint.**

The reason for this is that these are practices that require training and cannot simply be described and administered. Neither do we expect either our Leaders or our volunteers to be qualified or experienced in these techniques (although many are).

If a Leader ascertains that such skills are required to safe-guard a specific participant, a risk assessment will need to be carried out as to whether we could manage their behaviour, and we will seek to recruit a requisite number of volunteers who can commit to using and guiding others in team-teach and restraint techniques if deemed appropriate. If we cannot source suitable volunteers, we will not take the potential participant on that occasion.

## **Remember**

Our participants are on camp to have fun and so are you. Don't look to make rules, and discourage volunteers from thinking that way. All we really ask of our participants and volunteers is that they are kind to one another — we don't need much more than that!

Enjoy camp and reach out to PHAB if you need help!