



ARURA BEHAVIOURAL & DISCIPLINARY POLICY

INTRODUCTION

1. These notes have been drawn up to help us to deal with any disciplinary problems that may arise at Rally Arura 2010. They are designed not to provide rules for every situation but to set out the general principles involved and to outline the sort of action we can take if we are confronted with a disciplinary problem.
2. We will have to use our own discretion and judgement to decide what to do in a particular situation, but these guidelines may help. They are intended to be read carefully, and to be applied prayerfully and in a spirit of love and self-control.

GENERAL PRINCIPLES

3. These are some of the guiding principles behind the code. The basis for this code is the Arura Child Protection Policy, Practice and Procedures and the Christian faith we profess.
 - ◆ As leaders, we should love one another. There is no way that children are going to live up to a standard we espouse if they don't see it in our behaviour first.
 - ◆ We should have respect for the children in our care, and give them unconditional love. We should remember that they are loved by God and precious in His sight.
 - ◆ We should look for the positive first. We should have high expectations, and refuse to judge harshly without knowing the facts or to write a child off in advance. We should try to find reasons for praise or commendation rather than reasons for punishment or blame.
 - ◆ We should remember that many behavioural problems stem from factors we may know little about, such as family breakdown, domestic difficulties, insecurity, fear and low self-esteem.
 - ◆ We should set clear boundaries right at the beginning, and ensure that children know where they stand. We should be scrupulously fair and consistent in applying the rules.
 - ◆ We should make sure we have all of the relevant facts before taking action to deal with a disciplinary problem.

- ◆ We should never humiliate a child. We must remember that they are vulnerable and easily hurt. We should never make them a butt of our humour, or try to build ourselves up at their expense.
- ◆ As far as possible, we should deal with problems privately, and not in front of others. At the same time, we should be careful not to leave a child unsupervised, or to put ourselves in a potentially compromising position.
- ◆ We should refuse to react in anger. Instead we should wait until we can deal with the problem prayerfully and dispassionately.
- ◆ We should never threaten a punishment we cannot or will not administer.
- ◆ We must never strike a child. Physical force should not be used unless it is necessary to protect a child or others from harm.
- ◆ We should try not to refer every minor difficulty to someone else, but we should not hesitate to do so if we feel we cannot deal with the problem effectively.
- ◆ The needs of the individual must be balanced against the needs of the group and the needs of the camp as a whole.
- ◆ We should remember that children normally prefer order and control to indiscipline and anarchy.

DISCIPLINARY OFFENCES

4. There is no single definition of what constitutes a disciplinary problem. It depends on the circumstances and the people involved. For example, bad language might be dealt with less seriously where the youngsters involved are from difficult home environments or tough working-class areas. In these cases, bad language might be the least of the leader's problems.
5. An offence such as bullying might be regarded as either minor or serious, depending on the nature and extent of the relevant incident.
6. Minor offences may become serious if they are persisted in.

ACTION BY GROUP LEADERS

7. Leaders are recommended to take action in the presence of another Leader or Worker. The options open to Group Leaders include:
 - ◆ administering a reprimand;
 - ◆ administering a strong reprimand;
 - ◆ requiring a child to apologise for an offence committed;
 - ◆ requiring a child to do extra work such as cleaning, picking up litter, etc;
 - ◆ arranging a discussion between the offender and the person or people offended against;

- ◆ requiring a child to report to their Area Manager;
 - ◆ referring a case to their Area Manager.
8. Any action which has implications for other leaders or workers should be taken only by Area Managers, the Assistant Camp Director or the Camp Director.

AREA MANAGERS/ASSISTANT CAMP DIRECTOR

9. The options open to Area Managers and Assistant Camp Director include:
- ◆ any of the actions open to Group Leaders;
 - ◆ banning a child from a particular activity or activities;
 - ◆ requiring a child to write out an account of the relevant offence, the reasons for it and any lessons to be learnt;
 - ◆ moving a child to a different group;
 - ◆ moving a child to a different room;
 - ◆ requiring a child to report to the Camp Director;
 - ◆ referring a case to the Camp Director.

CAMP DIRECTOR

10. The Camp Director may take any of the actions listed, and also has the authority to send a child home.

WARNING CARDS

11. Area Managers, Assistant Camp Director and the Camp Director may display a yellow card to a child for a more serious offence. This constitutes a visible symbol associated with a formal warning in circumstances where persistent behaviour of a similar kind could lead to the removal of the child from the camp. A record of the child's name, the date and brief details of the circumstances should be retained.
12. Area Managers, Assistant Camp Director and the Camp Director may display a red card to a child following a very serious offence. This constitutes a visible symbol associated with a final warning. A record of the child's name, the date and brief details of the circumstances should be kept.
13. Normally a red card will be displayed only after a child has been shown one or more yellow cards.