



THE
OUTDOORS GROUP LTD
PLAY EXPLORE DISCOVER LEARN

**BEHAVIOUR AND ATTENDANCE
POLICY
including
CHILD IN CRISES POLICY (APPENDIX A)**

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Introduction

The Outdoors Group Ltd are committed to holistic and experiential learning where learners have an obligation to learn from mistakes they make and be a part of the process of conciliatory action or reparation of another kind. Whilst sanctions inevitably will exist and are detailed within this document, it is important that students are aware of the reasons behind decisions and that these are a result of and in consequence to their actions.

This behaviour policy follows where possible guidance from the Bennett report on behaviour.

This policy is not simply a list of punitive actions to which students are subjected, it is a dialogue on the continued use of both positive and punitive actions as well as collaborative and explanatory efforts to guide learners towards a more positive approach to managing their behaviour responsibly.

Definitions

The definition of behaviour as it relates to this policy is any behaviour both positive and negative that results in actions under this policy being enacted. It also relates to children in crises where a direct intervention may be required for their safety or the safety of others (see appendix A)

Legal References

- 1) MASH
- 2) The BENNETT report
- 3) DCC (DSCB)
- 4) OFSTED
- 5) Criminal Law
- 6) Education Act

Policy Content

1) Whole school message

It is critical to the success of any school to have a clear behaviour policy and vision that is enacted from the top to the bottom of the school, that is clear and well formulated, and that is emulated by all staff every day. The leadership is critical in setting a solid culture of good behaviour across the school;

Creating a vision of the school culture - Leaders have a responsibility to provide their school with a clear behaviour vision, commonly understood, and explained point-by-point. This vision should refer to permitted, prohibited and encouraged behaviour, as well as attitudes, values and beliefs.

Making behaviour a whole school focus - This means ensuring that school behaviour is a high-status topic in every meeting, in public discussions and at every level of strategy. Effort, finance and industry must be directed constantly in its direction.

Social norms - Leaders must ask, 'What would I like all students to do, routinely?' 'What do I want them to believe about themselves, their achievements, each other, the school?' Once these questions have been answered, the leader can then translate these aspirations into expectations. Social norms are found most clearly in the routines of the school. These routines should be communicated to, and practised by staff and students until they become automatic.

Communicating that culture to the school community and beyond - Leaders are responsible for setting the terms of what constitutes good behaviour.

Leadership team curation - School leaders must ensure that their team is loyal, well-supported to perform their roles, positive and ambitious towards the students' well-being, and possessing skill sets suited to their designated roles. This might include retraining existing staff, recruiting new ones, or moving unsuitable members into different positions.

Adopted from the BENNETT report.

Our whole school message is based on the following things;

- Mutual respect **for everyone** in the school shown **by everyone** in the school
- Explanation of sanctions to highlight the following things;
 - Accountability for your own actions
 - Responsibility for your behaviour
 - Understanding of the reasons behind sanctions and how these are linked to your actions
- A culture of celebrating and rewarding the following things;
 - Effort put in rather than achievement of task/s (growth mindset)
 - Kindness and fairness towards self and others

- Acceptance of differences and inclusiveness
- Helpfulness and empathy
- No-one but you is in control of your behaviour and reactions and blame passed to others is not accepted
- That there is always a choice in our reactions and that choice means a fresh start every time a situation is resolved. Once a sanction has been imposed, it is an end to the matter and a fresh start is given.
- That it is **the behaviour** and **not the person** that is at the heart of disciplinary action.

2) Staff training and induction;

It is critical to effective behaviour policy to ensure that all staff have a thorough understanding of the policy, its implications to their work and the way that the school culture is shaped through its behaviour policy. Staff will need to be inducted fully in the policy and procedure, as well as have training on the policy and behavioural aspects of teaching in general, to this end;

- All staff will be involved in behaviour policy review to ensure full engagement and involvement
- All staff will undertake the safe handling and physical intervention training and keep it current
- All staff will be fully trained in the development and use of risk assessments for learners and the school
- All staff will have first aid training and outdoor qualifications to help them remain focussed and confident with groups that are not in a classroom setting

3) School Routines;

The school has a firm system of behaviour management that works as follows;

- a) Each part of our school day is split into sessions, during each session learners and staff will evaluate the behaviour displayed based on a RAG system and have an open forum to check in and access additional support and guidance should any of our community need this.

Each learner is able to evaluate their own behaviour and show one of our core values of honesty and chose to place either a green or amber token into their behaviour for learning bank

At the end of each session the session leader will evaluate the learner's behaviour based on the same system and award either a green, amber or no token, the learner will then deposit their token into the learning bank.

Each green token has a points value of 10 and an amber token has a points value of 5, we do not issue red token as this undermines the ethos of celebrating success and often with learners who have experienced

negative learning environments it can become a self-fulfilling prophecy to try to be the 'worst'

Each day and throughout the week as part of our planned and routine reflective time we will have the opportunity to discuss progress not just as a team of staff but as a learning community, leaders and learners working in partnership. During this time encouraging solution focused thinking skills and developing a critical but caring friend within us all.

All learners will have their own daily and weekly personal targets and achieving personal targets will enable them to access the additional experiential learning activities each Friday.

- b) It is important to create stability and shared language within our learning environments and to create a clear and defined system of helping learners manage their own behaviour, but again create the consistency in approach that often has been a barrier to our learners making progress towards positive behaviour and self-regulation. With this in mind all instructors will follow the same process when delivering or supporting a session.

Level One Behaviour

a.i.1.a. Observe and redirect – no need for comment. Use a variety of de-escalation techniques to support the learners to maintain engaged in the task at hand

a.i.1.b. Acknowledge behaviour – verbally describe the behaviour and the desired behaviour that is expected

a.i.1.c. Give a clear instruction for the behaviour to stop, offer the opportunity to 'take 5' in any of the designated 'take 5' areas and then return back to the group

a.i.1.d. Direct the learner to leave and report to the main camp fire where a member of staff is always stationed to support learners in crisis. Session leader to inform main camp learner is on the way. Learner to remain under the main camp's supervision until the end of that session. Learner and session member of staff to meet and plan a way forward.

a.i.1.e. Refusal to leave after being directed to leave the activity – Inform senior staff on duty via radio to collect and follow up.

NB. Should a learner's behaviour require immediate intervention on health and safety grounds this behaviour will be reported to Senior Leader on site for further follow up.

Through use of solution focused thinking, and reflective practice not only for our learners but staff, this should address the consequences for minor misdemeanours. Should a pattern of behaviour be identified this will then become a focus of an action plan with agreed sanctions and rewards based on individual targets.

In addition to time to reflect from an incident, serious breaches of our core values and concerns within health a safety can have an immediate sanction.

Level Two Behaviour

Examples of level two behaviour include:

- Racial/Homophobic/Trans/ comments / bullying directed at any member of our community
- Physical aggression / assault towards any member of the community
- Repeated bullying towards any member of our community
- Repeated refusal to follow instructions causing danger to self or other members of the community

Any of the above will result in the learner being isolated on a 1-1 basis within the main camp.

At the end of the school day, the staff team will meet to discuss any critical incidents (Level Two behaviours) where the Principle (Deputy if Principle is off site) will agree the follow up action.

- Supported return back into our main session learning
- A period of reflection working away from peers – Internal Exclusion – Outdoor Classroom based
- Internal Exclusion office based

All Level Two incidents will require a review of the learners behaviour risk assessment and personalised management plan.

Internal Exclusion

Internal exclusion is an important element of the process of behaviour management, the school will have a clear area for KS 3 where internally excluded learners are expected to go. This will be staffed by experienced leaders and supported directly by senior management who should provide floating support whenever possible to help support staff in this area. Although the learners will be in internal exclusion, the nature of their activities will not be vastly different, the projects will differ to ensure that the behaviours will not be present, and ultimately will have less and less freedom as this will need to be earned back in order to increase boundaries and experiences. Withdrawal of tools and equipment will be based on safety.

Fixed Term Exclusion

As a last resort and after all other avenues have been attempted a learner failing to re-engage and take responsibility for their actions would receive a fixed term exclusion for the school.

Only the Principle (or most senior member of staff on site always nominated by Principle before any absence) can authorise a Fixed Term Exclusion.

At the point where behaviour has escalated to a period of fixed term exclusion an automatic review of the learner's place with our learning community will be triggered. Parents/ carers, Principle, Key worker and Learner will be required to meet to plan a way forward as part of the re-integration meeting.

Permanent Exclusion

A decision to exclude a learner permanently should be taken only:

- in response to serious breaches of the school's behaviour policy; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a child permanently is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Principle's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence

The decision to permanently exclude will be reviewed by a discipline panel of no less than 3 people one of whom is independent of the school.

- a) All the levels of behaviour are clearly laid out and all staff and learners are aware of them – See Behaviour Ladder Appendix
- b) Where the learner has been issued a sanction it will be clearly explained using the system and why the particular level of disciplinary action has been taken.
- c) Wherever possible the disciplinary action will be in the form of a discussion with the learner involved.
- d) The behaviour procedures will also focus on celebrating positive behaviour as well as dealing with negative behaviours.
- e) Each session throughout the school day, as well as the start and finish of the day will include check in points, where learners are encouraged to be open, honest and reflective about how the session and their behaviour has been, this reflective practise is critical to establishing growth in personal accountability towards behaviour.
- f) Staff are encouraged to participate in check ins and expected to be honest and open about mistakes they make to model the behaviour expected by learners.

Safe zone

As well as internal exclusion there will be a 'safe zone' created where children with additional needs, or those in crises who require time and space alone to help re-establish control and receive respite. This space will be supportive and safe but will also present a chance for learners to establish strategies for coping in future with the help of staff.

This area will also be a quiet zone area for students who need time out during the day in order to help them cope. This area will be on the KS3 and 4 site, as the use of the existing premises for the kindergarten and KS1 will already allow for this provision.

Attendance and Punctuality

Attendance and punctuality are often warning signs to other underlying issues and must not be taken lightly; although throughout the day the sessions are very flexible and a lot of autonomy is provided to the learners, there is an expectation that punctuality in the morning is necessary, and that the attendance levels are good. Critically, there is a follow up policy for all learners on any day off. This means contact with the household is attempted in real time when learners don't attend and a dialogue is begun with home as soon as possible.

Due to the nature of the school we acknowledge many of our learning community will have experienced difficulties in maintaining positive attendance at school. However, with the start of learner's new placement attendance expectations are high and must be achieved.

To support positive attendance, we have a clear system of monitoring and follow up:

First day of absence	Phone call home by key worker to discuss reasons absent
Any subsequent days of absence	Phone call home by key worker to discuss reasons absent
Trigger point 1 (3 days continuous)	Home visits by keyworker / support team
Trigger point 1a (5 days total absence)	Home visit by keyworker / support team
Trigger point 2 (5 days continuous)	Second home visit, supported reintegration
Trigger point 2a (10 days total)	Second home visit – Attendance contract Referring authority informed of concerns

Continued concerns relating to attendance will be discussed and where necessary the referring agency will be informed and may look at legal or supportive action to support learner's attendance.

Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in the document 'Screening, Searching and Confiscation. Advice for Headteachers, Staff and Governing Bodies' *July 2011*

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, MP3 players etc. Pupils are allowed to bring these to school on the understanding that they remain switched off and in bags.

Learners wearing any accessories or jewellery which do not follow the school

uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where students repeatedly flout rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers.

For repeated offences of this nature parents will be asked to collect confiscated items. Or they are held for a period of time. Where items are not collected the school will dispose of them every term.

In certain instances, items will not be returned to pupils and will be disposed of by the school according to the guidance in the DFE document 'Screening, Searching and Confiscation. Advice for Headteachers, Staff and Governing Bodies' *July 2011 (Appendix A)*.

Pupils must not bring any of the items listed below. The school will automatically confiscate any of the items below and has the power to search pupils with or without consent. There may also be severe penalties for pupils including permanent exclusion.

- Cigarette lighters
- Alcohol
- Illegal drugs
- Weapons
- Stolen property

APPENDIX A



THE
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CHILD IN CRISES POLICY

Contents

- 1) Introduction
- 2) Definition
- 3) Legal references to which this policy is linked
- 4) Protocol for dealing with child in crises

Introduction

This policy has been developed for the benefit of the company. It is part of our safeguarding policy and procedure and forms part our behaviour policy going forward. It should be read in conjunction with documentation on safeguarding, bullying and harassment and complaints procedures. This document is for general reference but it is critical that all staff who work in our intervention services have read this document and that it forms a part of their daily working knowledge.

Definition

The definition for the purposes of this document, of a child in crises is this;

That a child has reacted inappropriately and severely to a situation that does not warrant that response. This could be indicated by violence, anger, bad language, running or otherwise exiting the area, demonstrating poor judgement with tools and equipment, behaving dangerously towards themselves or others, putting themselves or others at direct risk of harm. These reactions are a clear indication that the student is unable to cope with the situation and intervention of some sort is needed to ensure the safety of themselves and others.

Legal References To Which This Policy Applies

This policy and the actions within it refer to and follow the guidelines set out below in as far as they are practicable;

- a) Safer handling and restraint
- b) MASH and Safeguarding
- c) Evolve training
- d) NSPCC Bullying advice and guidance
- e) Criminal Law

Protocol for Dealing with a Child In Crises

There are many situations that may present themselves when a child is in crises, the following is in no way a comprehensive list, but is designed to provide advice and guidance to help keep you and others safe in a potentially difficult situation with a learner.

Anger and violence;

Any child who represents a danger to others through their violent reactions should be dealt with in the following manner

- a) Immediately radio for assistance
- b) Where it is possible and practical to do so, prevent further violence by separating the student/s and send the victim of the violence with the other member of staff
- c) If possible keep the violent child separate from all other students
 - a. If they can be contained then do so but be aware that if they feel trapped it is likely to make the situation worse
 - b. If they walk or run off then allow them to but follow at a safe distance and where possible guide their exit away from other learners (it is likely they will try to exit the site the way they came in)
 - c. If possible keep them on site but physical intervention should be a last resort and only used if they are a clear danger to themselves or others (I.e. they are walking or standing in the middle of the road with no regard for traffic, or where you feel they present a threat to members of the public or other people in the area)
 - d. If they leave the site and refuse to return, inform them that the policy is to call the school and the police if they do not return
- d) Ring the school and arrange for immediate transportation for the student back to the school premises
- e) Physically restrain students only as a very last resort, and only where it has been identified as safe to do so in risk assessments or by manager.
- f) Remember: You must refer to your own safety at all times, do not put yourself in harms way to try and control the situation.

Leaving the area or the premises;

Any child who leaves the area or the site as a result of their reaction should be dealt with in the following manner

- a) Immediately radio for support, and if necessary place other learners with another member of staff so you can deal with the incident
- b) Allow the learner to move freely about the site as long as they are not a danger to themselves or others; if they feel trapped it will likely make the situation worse
- c) If they leave the site completely warn them that the policy is to ring the school and the police and ask them to return to the premises. Give them space to be left alone as long as they remain on site and safe to themselves and others
- d) If they do not return to site, inform the school to arrange transport, and also inform the police if you feel they are unsafe or pose a risk to themselves, others or property in the area

Inappropriate use of equipment or tools during an incident;

The following procedures should be followed in these cases

- a) Immediately radio for assistance
- b) All tools and equipment being used should be returned and put away immediately, in the case of intervention especially this should also include locking tools securely away
- c) Once the tools are away the other behaviour procedures can be followed as per this document
- d) If the student refuses to relinquish tools or equipment **DO NOT TRY TO TAKE THEM BY FORCE**. It is extremely dangerous to put yourself in harm's way and also to potentially escalate the incident. Where necessary remove all other learners to a safe distance and then inform learner that the police will be called if they refuse to put down the equipment or tools
 - a. If they still refuse call the school and the police immediately
 - b. If they leave the immediate area whilst still in possession of tools or equipment phone the school and the police immediately
 - c. If they leave the site whilst in possession of tools or equipment phone the school and the police immediately
- e) Where the learner has removed themselves from the area but is damaging or misusing equipment whilst separate from the group, ask them to stop and inform them you will ring the school and police if it continues. It is likely they will move away if you continue to follow them so if this works as a tactic then follow them until they are in an area where minimal damage can be caused and then allow them to have some space whilst being observed

Abusive or bad language;

The following procedures should be followed

- a) Where the language is directed at others directly or is affecting other learners on site then either the offender or the group should be moved away, whichever is most practical to do
- b) The learner should be informed that the language is inappropriate and that it will be reported to school and a record kept
- c) They should be reminded of the other learners on site and that it could jeopardise their return to sessions
- d) If the learner's behaviour escalates or if they leave the area without instruction to do so immediately radio for support and follow the procedures for their actions as in this document
- e) If the behaviour escalates or is out of control immediately return all tools and equipment to a secure location and follow appropriate steps for this should it not be possible to get tools or equipment from learners.

If a severe reaction results in student breaking down or disclosure;

If a student becomes upset or makes a disclosure as a result of an incident then the safeguarding policy and procedure should be followed and the safeguarding officer (Shevek Pring) and MASH should be informed of the situation as appropriate

For more information please see the safeguarding policy.

Before any incident;

Where an incident can be predicted or foreseen, measures should be taken as early as possible to redirect focus, change activity or address underlying tensions to try and prevent escalation. This step is left to the expertise of the instructors who have the best knowledge and relationship with the learners themselves.

During an incident;

The following things are critical during an incident

- a) That you radio for assistance at the earliest available opportunity
- b) That you keep yourself safe first
- c) That you make the environment as safe as possible, this could include;
 - a. Putting out fires
 - b. Removing and securing equipment and tools
 - c. Removing logs, branches etc.
 - d. Moving other students away
 - e. Moving student away from hazards such as trees to climb or things to throw, mud to get stuck in etc.
- d) That you keep other learners safe
- e) That you make the learner in question as safe as possible
- f) That school/ police are informed as appropriate
- g) That you are present with the learner or can see them until they are safely escorted from the site

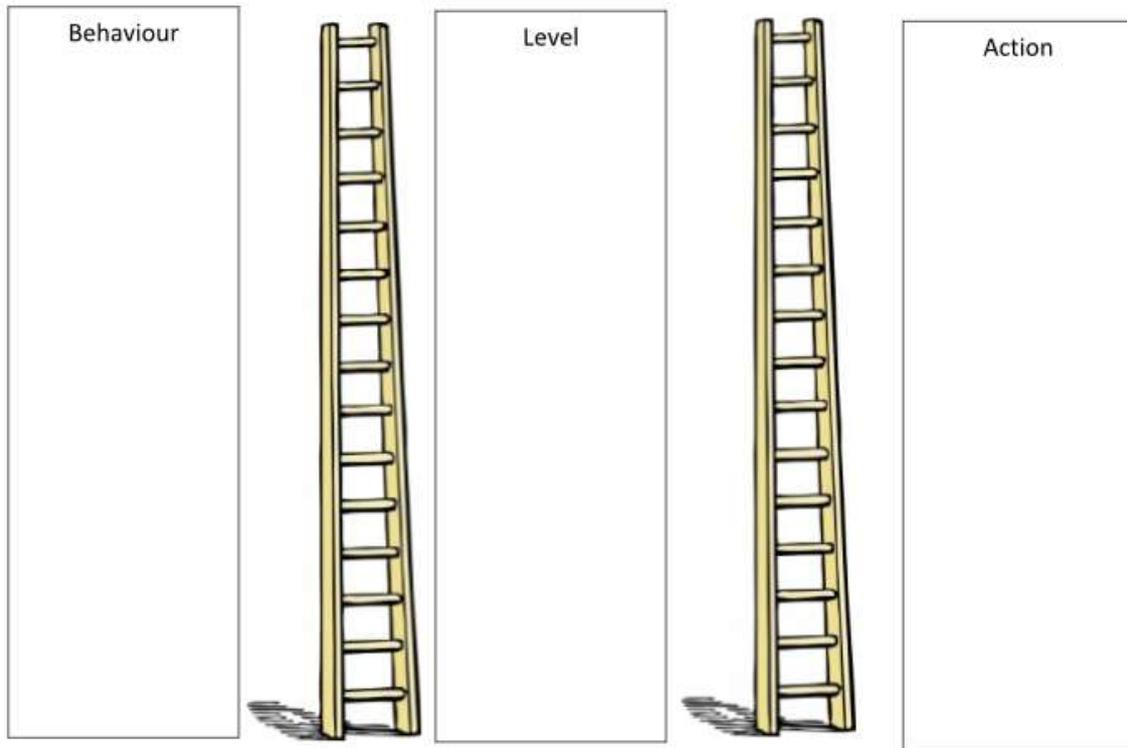
After any incident of this nature;

After an incident of any sort the following should be done

- a) Inform manager who will inform school if you have not already done so
- b) Fill in an incident report
- c) Fill in any other forms as necessary
- d) Update risk assessments as necessary
- e) Brief any other staff who work with students of incident

APPENDIX B

Behaviour Ladder (this needs completing and a discussion with all stake holders)



Above is only a guide to enable us as a learning community to have a clear and consistent approach. However, at times to meet individual learners needs and as part of a behaviour modification or management plan we may alter actions.

APPENDIX C

Use of reasonable force guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

APPENDIX D

DFE Guidance Attendance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/564599/school_attendance.pdf

APPENDIX E

Searching, Screening and Confiscation

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf