



The Outdoors School

BEHAVIOUR AND ANTI-BULLYING POLICY

Including

Appendix A
PHYSICAL INTERVENTION &
USE OF REASONABLE FORCE POLICY

Appendix B
CHILD IN CRISIS POLICY

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 learners are aware of the reasons behind decisions and that these are a result of and in consequence to their actions.

The Ethos of the School

The Outdoors School strives to be a learning, caring and active community, committed to give our learners the best experience possible. We exist to provide an appropriate, full and excellent education for boys and girls of all abilities. We aim to be a community where people are valued, encouraged and helped to develop their skills of living and working together. We are here to help learners succeed.

As part of our whole school approach to managing learner's behaviour, we subscribe to a set of clear defensible principles as outlined below

Principles

We aim to be a purposeful, orderly and happy community.

We have three simple school rules to adhere to: 'Be Ready, Respectful and Safe.'

1. **Ready:** We are READY to listen, READY to learn. We are READY for new challenges. We show each other how we are READY every day.
2. **Respectful:** We are RESPECTFUL to everyone we meet in school. We use kind words and welcome everyone. We listen to other's opinions and share ours in a safe way.
3. **Safe:** We are SAFE and keep each other SAFE. We have kind hands, feet and words. We think about where we are and make smart choices with our actions.

We aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for learners, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure ALL adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure ALL adults use consistent language to promote positive behaviour and
- Ensure ALL adults use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and learners that:

- Foster the belief that there are no 'bad' learners, just 'bad choices'
- Encourage learners to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome learners at the start of the day
- Always pick up on learners who are failing to meet expectations
- Always redirect learners by referring to 'Be Ready, Be Respectful and Be Safe'

The Headteacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour tracking records to target and assess interventions
- Support staff in managing learners with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch learners doing the right thing and praise them in front of others
- Know their groups well and develop positive relationships with all learners
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by learners
- Demonstrate unconditional care and compassion

Learners want staff to:

- Give them a 'fresh start' every session
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all learners and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Learners are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some learners following our behaviour expectations are beyond their developmental level. In this case, these learners will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Learner Roles and Responsibilities

We believe it is important for learners to have responsibility and a strong voice in school. Some of our learners have roles on:

- School Council

This is constantly evolving as we seek to add to the leadership roles that our learners undertake around school. We believe this is part of a positive approach to behaviour around school.

Measures for encouraging positive behaviour

We recognise that positive and proactive measures for ensuring good behaviour are a prerequisite of a good school. Consequently, we place more emphasis on these than on sanctions – see rewards and sanctions

We aim to ensure: -

- i. an individual's needs to managing learner's behaviour, an approach to managing learner behaviour that is focused on the individual needs which is known to all in the school community, understood and acted upon by staff and applied fairly and consistently
- ii. that this is underpinned by a positive ethos and good relationships
- iii. that we have established structures for effective communication
- iv. that all staff accept responsibility for maintaining good behaviour in their groups and elsewhere
- v. that we monitor that this happens that the implementation of the policy is monitored
- vi. that there is help available for learners and staff when disciplinary difficulties arise
- vii. that we are aware of those staff in need of support and of their professional development and INSET needs
- viii. that we organise the school effectively and pay particular attention to learners' needs
- ix. that we provide a quality curriculum which is broad and balanced providing genuine challenge which has relevance and interest appropriate for the age and ability range
- x. that appropriate assessment, recording and reporting procedures are in place
- xi. that we provide a pleasant safe working environment
- xii. that we provide an effective system of pastoral care through our staffing structure
- xiii. that we promote the spiritual, moral, social and cultural development of each learner
- xiv. an individual approach to giving praise and rewards focused around what works for that learner
- xv. that we promote the development of home-school links

Praise and Rewards

At The Outdoors School, we recognise that praise has a structuring, reinforcing and motivational role. It supports a feeling of belonging within the school community as it helps a learner to believe he/she is valued as well as explicitly valuing certain behaviours and

attributes.

We give praise in formal and informal ways in public and in private. It can be awarded to individuals or to groups. It can be earned for steady maintenance of good standards as well as for particular achievements of note.

The use of our token reward systems supports the maintenance of positive behaviour for learning by supporting routines and offering a consistent response that rewards desired behaviours. This in turn maintains a climate of positive relationships.

A brief overview-

Token reward systems use tangible 'reinforcers', such as tokens or stickers, to reward and promote positive behaviour for learning. These token reinforcers are used as physical 'reward points' and are awarded to learners for doing something well, such as:

- exhibiting target behaviour for learning
- completing an academic task
- improving concentration and focus on a task
- being well prepared and ready to learn
- achieving success criteria for a session
- working well as a team
- finding a creative solution to a problem
- performing a task that benefits others in the school community

The tokens can be later placed in a bag or collection box that represents the individual learner and exchanged for a clearly defined reward. This can be developed into a token economy system where the tokens can be extensively used in the school to purchase rewards or privileges.

The advantages of a token reward system

Some of the main benefits of a token reward system are listed below:

- good behaviour is normalised, and low-level disruption discouraged, improving group atmosphere and behaviour in the wider school community
- can be tailored to particular needs of individuals and groups to good effect
- rewards can be changed over time, according to discretion needs of the group to improve motivation and effectiveness, as long as all learners are made aware of the available rewards
- token reward systems are very effective for learners exhibiting attention deficit disorder (ADD) traits, especially when rewards are tailored to the specific needs of the learner

The advantages gained from reward systems are not simply improved behaviour for learning and increased motivation. Learners also display psychological responses, including:

- pride through achievement
- joy at success
- increased self-confidence

These responses are characteristics of effective learners and are a symptom of an effective behaviour management strategy in a school.

To see the "Token system" in more detail see the "Setting up the Token System" document.

Simple Approaches

Our Rules	Visible Consistencies	Over and Above Recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently catching learners doing the right thing 3. Picking up on learners who are failing to meet expectations 4. Accompanying learners to and from different areas of school 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language which builds trust and a feeling of security for learners	1. Stickers 2. Certificates in Wednesday assemblies 3. Messages/postcards home to parents & carers 4. Verbal praise from all adults 5. Recognition boards in all groups 6. Class Rewards decided by staff 7. Showing work to another adult 8. Headteacher Excellence Award

Routine Responses

Stepped Boundaries:

Gentle Approach, use learner's name, learner level, eye contact, deliver message

1. REMINDER

I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening

Example – 'I notice that you're running by the firepit. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. WARNING

I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me, or someone about this behaviour. If you choose to break the rules again you will leave me no choice but to ask you to, (work elsewhere / go to the quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation

Example – 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at break. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3. TIME OUT

I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other a member of staff etc) I will speak to you in two minutes

Example – 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

DO NOT describe learner's behaviour to other adults in front of the learner

4. FOLLOW UP

REPAIR & RESTORE

- What happened? (Neutral, dispassionate language.)
- What were you feeling at the time?
- What have you felt since?
- How did this make people feel?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently?

*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

Sanctions:

Sanctions *should*

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that learners and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the learner.

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

Language around Behaviour

At The Outdoors School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave.

Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the learner. Conversations around behaviour should be conducted, in the first instance, by the staff member who dealt with the behaviour, or the member of staff who knows that learner best. Incidents are all logged on SchoolPod.

Behaviour Levels

The lists below are not exhaustive but to be used as guide by staff.

We combined positive and negative behaviour into one spectrum across 1-8.

Number 1 being the highest level of positive behaviours and number 8 being the highest levels of negative behaviour.

In addition to the level behaviour descriptors we have the reporting / recording requirements in red per level.

Level 1

Role modelling or being an Ambassador for the School, excelling in an individual skill or interest beyond school, showing significant prolonged progress against targets and milestones

The Member of staff give Immediate feedback in verbal praise, inform learner you are referring for Headteacher's Award. That staff member records on SchoolPod, Headteacher Award Referral, Headteacher to Send a letter home.

Level 2

Exceptional effort, use of empathy to model change and behaviour of another peer, sharing a level of skill or interest from beyond the school gates with staff and learners

The Member of staff give Immediate feedback in verbal praise, inform learner you are going to send a postcard or letter of congratulations home. That staff member records on SchoolPod, send postcard or Letter.

Level 3

Repeated consistent effort, persistent positive language and manners, asking for help when needed, encouraging others to make positive choices, dealing with disappointment positively

The Member of staff give Immediate feedback in verbal praise, inform learner you are going to give them a bespoke certificate of recognition. That staff member records on SchoolPod, gives bespoke certificate of recognition.

Level 4

Excellent effort, positive language and manners, ready to engage, good active listening, sharing with others

The Member of staff give Immediate feedback in verbal praise. That staff member records on SchoolPod.

Level 5

Accidental inappropriate language, refusal to go to safe space, refusal to engage

The Member of staff give immediate feedback in challenging the behaviour. That staff member looks at the anecdotal evidence & inform other staff.

Level 6

Repeated refusal to engage in an activity, damage to property due to a reckless use, repeated refusal to go to a safe space, physical violence to another peer- reactionary, verbal threats to another learner, provoking or antagonising a peer, absconding.

The Member of staff give Immediate feedback in challenging the behaviour. That staff member records on SchoolPod, Reflection tTme to be signposted and held only when the learner is truly ready.

Level 7

Inappropriate language to a peer, refusal to engage- preventing others from learning, deliberate damage to property and belongings, repeated refusal to go to a safe place- where behaviour is preventing the learning of others, pre- meditated violence, repeated bullying, repeated absconding.

The Member of staff give immediate feedback in challenging the behaviour. That staff member records on SchoolPod, connected member of staff also supports to write up,

Reflection Time at a specified time at the staff's discretion.

Level 8

Deliberate physical violence to a staff member, significant vandalism, targeted verbal violence, refusal to engage over an extended period of time.

The Member of staff give immediate feedback in challenging the behaviour. That staff member records on SchoolPod, connected member of staff also supports to write up. A Senior Member of staff on site to contact SLT, then one most appropriate member of staff contacts Parent/ Carers, the Pastoral tutor leads on a review of the ISBP and R/A's, If a PI Intervention report is done at the earliest opportunity, Reflection and a re-engagement meetings to be signposted.

Restorative and Reflective approaches to negative behaviour incident

1. The reflective meeting or conversation must only occur when the learner arousal rate is calm and has been calm for a significant amount of time (low adrenalin and cortisol levels)
2. The member of staff directly involved must head this up (unless an incident which caused a traumatic or difficult reaction, then a change of face can occur). The meeting must be signposted, even if it is the next school day or beyond.
3. There needs recording on SchoolPod where Restorative/ Reflective meeting notes are recorded.
4. Meetings need not be formal unless a level 7 or 8 category. If level 7 or 8 they need to be done in a building and ideally have a second adult present.
5. Restorative/ Reflective meetings to cover: what happened, what were you thoughts at the time, what have your thoughts been since, who has been affected by what happened, how have they been affected, what do you need to happen now, what help would you like.

Restorative and Reflective processes to a physical Intervention

If there is a P.I there is a separate section on the incident report, which looks specifically at the physical intervention. All areas in the PI section needs to be filled in.

If at all possible, this needs to be done by the member of staff involved immediately or as soon as possible. Time must be allocated to impute this. Staff to be assessed that they are in a good psychological and physical state to do it. If in a position where clearly affected by the PI, then a second person can do it.

- SLT to be phoned to explain the situation and share a recommendation as to what should happen.
- A restorative/reflective meeting only to occur at the correct time allowing for adrenalin and cortisol levels to have dropped significantly
- Meetings to be signposted if the learner does not seem ready. This could occur on subsequent days past the event if needed.
- Solutions within the meeting could allow a tailored bespoke solution for the learner and the incident.
- A member of SLT must attend a PI Reintegration meeting with the Young person and to support all affected members of staff.

Extreme Behaviours

Some learners exhibit particular behaviours based on early childhood experiences, family circumstances or specific needs. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many learners they

need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual learner. All of our learners have a bespoke 'Individual Behaviour Support Plan' which is drawn up in conjunction with staff, other agencies (where appropriate) and parent/carers. When dealing with an episode of extreme behaviour, a learner may need to be physically restrained if they or another person is unsafe.

This will only be used as last resort and by trained staff only. (See Appendix A)
The school will record all incidents involving PI (Physical Intervention) on SchoolPod.

Exclusions may occur following extreme incidents at the discretion of the Headteacher. A fixed-term exclusion will be enforced under these conditions:

- The learner needs time to reflect on their behaviour
- To give the school time to create a plan which will support the learner better
- The learner being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of staff.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At The Outdoors School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the learner safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy (Appendix A) and should call for support if needed. Only staff who have been trained in physical restraint should restrain a learner for a prolonged period.

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the group to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each learner under our care. It is important for us as adults to reflect on the situation and learn from our actions. Learners who attack adults may do this for several reasons but as adults we need to still show compassion and care for the learner. Exclusion will only happen once we have explored several options and have created a plan around a learner.

Internal Exclusion

Internal exclusion is an important element of the process of behaviour management. This will be staffed by experienced leaders and supported directly by senior management who should provide floating support whenever possible to help support staff. 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 from the school.

Only the Headteacher 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, Headteacher, 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;
- if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school

A decision to exclude a learner 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 learner and should normally be used as a last resort.

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

The decision to permanently exclude will be reviewed by a disciplinary panel.

- All the levels of behaviour are clearly laid out and all staff and learners are aware of them.
- 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.
- Wherever possible the disciplinary action will be in the form of a discussion with the learner involved.
- The behaviour procedures will also focus on celebrating positive behaviour as well as dealing with negative behaviours.
- 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 practice is critical to establishing growth in personal accountability towards behaviour.
- 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 learners with additional needs, or those in crisis who require time and space alone to help re-establish control and receive respite can go. 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 learners who need time out during the day in

order to help them cope.

Confiscation

The school follows Government advice when confiscating items from learners 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. However, learners are allowed to bring these to school on the understanding that they remain switched off and, in their bag(s).

Learners wearing any accessories or jewellery which are offensive or unsafe can expect to have these items confiscated. Any confiscated item will be logged and be available for collection at the end of the school day. Where learners repeatedly flout rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for staffs.

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

In certain instances, items will not be returned to learners and will be disposed of by the school according to the guidance.

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

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

Anti-Bullying Policy

Principles and Values

As a school we take bullying and its impact seriously. Learners and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community.

Aims

- All staff, learners and parents should have an understanding of what bullying is.
- All staff should know what the school policy is on bullying and follow it when bullying is reported.
- All learners and parents should know what the school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for learners and adults to be.

What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group, REPEATED over time, that INTENTIONALLY hurts another individual or group either physically or emotionally. In other words, bullying at The Outdoors School is considered to be, “unacceptable behaviour which occurs **‘lots of times, on purpose’**.” Bullying can be:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding things, threatening gestures)
- **Physical:** pushing, kicking, biting, hitting, punching or any use of violence
- **Social:** purposefully excluding someone, spreading rumours about them or purposefully isolating them.
- **Racial:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Homophobic:** because of, or focussing on the issue of sexuality
- **Direct or indirect Verbal name-calling**, sarcasm, spreading rumours, teasing
- **Cyber bullying:** All areas of internet, such as email and internet chat, including Online gaming misuse.
- **Mobile threats** by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities, iPad and games consoles.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the group sessions, breaks, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and

between families in the local community.

Perpetrators and Victims

Bullying takes place where there is an **IMBALANCE OF POWER** of one person or persons over another.

This can be achieved by:

- The size of the individual (although larger size does not mean a person cannot be bullied or bullies)
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of child abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Learners may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those learners who may be vulnerable learners; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Learners who are bullying need to learn different ways of behaving.

Signs and Symptoms for Parents and Staff

A learner may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a learner:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with schoolwork than previously
- comes home with clothes torn
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"

- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other learners or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Outcomes

All incidences of bullying will be investigated in accordance with the behaviour pathways. The first step is always to ascertain if it is a 'one-off' incident or is repeated and intentional bullying.

Parents of the alleged perpetrator may also be questioned about the incident or about any concerns that they may be having the learner displaying unacceptable behaviour may be asked to genuinely apologise (as appropriate to the learner's age and level of understanding) Other outcomes may take place:

- A parent being informed about their learner's behaviour and a request that the parents support the school with any sanctions that it takes.
- Wherever possible, the learners will be reconciled.
- In some cases, outside agencies may be requested to support the school or family in dealing with a learner continually demonstrating unacceptable behaviour towards others. E.g. police, family support or counsellor.
- In serious cases (this is defined as learners displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.
- During and after the incident(s) have been investigated and dealt with, each case will be recorded in line with the behaviour policy with regards to logging and tracking incidents.
- Serious cases of bullying and racism are required to be declared and discussed at termly Directors meetings.

Prevention and Support

At The Outdoors School we use a variety of methods to support learners in preventing and understanding the consequences of bullying through assemblies, PSHE and Citizenship sessions, SMSC within the Curriculum, work with the Community Policing Team e.g. Street Aware, Anti-bullying week and continued focus, E-Safety Day, Black History Week and Time to Talk.

Learners are also consulted through in-school learner questionnaires and can self-refer to

our Play Therapist and Pastoral Tutor through 1:1 session.

Good and kind/polite behaviour is regularly acknowledged and rewarded through our behaviour policy systems.

Staff will regularly discuss bullying; this will inform learners that we are serious about dealing with bullying and leads to open conversations and increased confidence in learners to want to discuss bullying and report any incidents and concerns about other learners's behaviour.

Staff to follow the equality policy; supporting every learner in our school. Staff must be careful not to highlight differences of learners or an individual learner, even if this is done in jest. This gives other learners advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that learners do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

If a learner feels that they are being bullied, then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell the school and refer in 1:1 time
- Tell a staff member or an adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Ring Childline and follow the advice given

Advice to Parents

As the parent of a learner whom you suspect is being bullied:

1. Report bullying incidents to the group staff, site leaders or member of the leadership team
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly
6. An attempt will be made to help the learner using unacceptable behaviour towards others, to change their behaviour.

Please do not:

1. Attempt to sort the problem out yourself by speaking to the learner whom you think may be behaving inappropriately towards your learner or by speaking to their parents.
2. Encourage your learner to be 'a bully' back.

Both of these will only make the problem much harder to solve. Parents should come back to see the Headteacher if they feel that the bullying is continuing or has not been resolved.

Date amended: 1st September 2020

Signature of Director or Company Secretary:

A handwritten signature in black ink, appearing to read 'S. Pring', written in a cursive style.

Name: Shevek Pring

Review date set: 1st July 2021

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APPENDIX A

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. Definitions

Reasonable force' actions involving a degree of physical contact with learners; it can be used to prevent learners from hurting themselves or others, damaging property, or causing disorder

'Force' can mean guiding a learner to safety, breaking up a fight, or restraining a learner to prevent violence or injury

'Reasonable in the circumstances' means using no more force than is needed

'Control' is either passive – e.g. standing between learners, or active

'Restraint' means to hold back physically or to bring a learner under control

2. The Legal Position

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying learners on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a learner.

3. When can physical force be used?

Schools can use reasonable force to:

Remove disruptive learners if they have refused to follow an instruction to leave

Prevent a learner:

- who disrupts a school event, trip or visit
- leaving the group/ site where this would risk their safety or disrupt others
- from attacking someone

Restrain a learner at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

APPENDIX B

CHILD IN CRISIS POLICY

Introduction

This policy should be read in conjunction with documentation on safeguarding, bullying and harassment, behaviour and complaints procedures. This document is for general reference, but it is critical that all staff who work in The Outdoors School 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 (learner) 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 learner is unable to cope with the situation and intervention of some sort is needed to ensure the safety of themselves and others.

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

- Safer handling and restraint
- MASH and Safeguarding
- Evolve training
- NSPCC Bullying advice and guidance
- Criminal Law

Protocol for Dealing with a Child in Crisis

There are many situations that may present themselves when a learner is in crisis, 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.

All staff must maintain radio contact with other staff at all times.

Anger and violence:

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

- Immediately radio for assistance
- Where it is possible and practical to do so, prevent further violence by separating the learner/s and send the victim of the violence with another member of staff
- If possible, keep the violent learner separate from all other learners
- If they can be contained, then do so but be aware that if they feel trapped it is likely to make the situation worse

- If they walk or run off then allow them to do so, 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)
- 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)
- If they leave the site and refuse to return, inform them that the policy is to call their parents/carers and the police if they do not return
- Physically restrain learners only as a very last resort
- Remember: you must refer to your own safety at all times, do not put yourself in harm's way to try and control the situation

Leaving the area or the premises:

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

- Immediately radio for support, and if necessary, place other learners with another member of staff so you can deal with the incident
- 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
- If they leave the site completely warn them that the policy is to ring their parents/carers 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 safe to themselves and others
- If they do not return to site, inform the parent/carers to arrange collection, and 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

- Immediately radio for assistance
- All tools and equipment being used should be returned and put away immediately, this may also include locking tools securely away
- Once the tools are away the other behaviour procedures can be followed as per this document
- If the learner 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
- If they still refuse call the police immediately
- If they leave the immediate area whilst still in possession of tools or equipment phone the police immediately
- If they leave the site whilst in possession of tools or equipment phone the police immediately
- 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 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

- 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
- The learner should be informed that the language is inappropriate and that a record will be kept
- They should be reminded of the other learners on site and that it could jeopardise their return to sessions
- 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
- 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 learner breaking down or disclosure:

If a learner becomes upset or makes a disclosure as a result of an incident the Safeguarding Policy and procedure should be followed, and the relevant Safeguarding Officer and MASH should be informed of the situation as appropriate.

For more information please see The Outdoors School 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

- That you radio for assistance at the earliest available opportunity
- That you keep yourself safe first
- That you make the environment as safe as possible, this could include
 - Putting out fires
 - Removing and securing equipment and tools
 - Removing logs, branches etc
 - Moving other learners away
 - Moving learner away from hazards such as trees to climb or things to throw, mud to get stuck in etc
- That you keep other learners safe
- That you make the learner in question as safe as possible
- That police are informed as appropriate

- 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

- Fill in an incident report on SchoolPod
- Fill in any other forms as necessary
- Update risk assessments as necessary
- Brief any other staff who work with the learners about the incident
- Seek debrief and/or support for yourself