



# 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 learners 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 adhere to 3 clear expectations as outlined below:

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

### **We aim to:**

- Provide a safe, comfortable, and caring environment where learners can reach their full potential
- Provide clear guidance for learners, staff, and parents of expected levels of behaviour
- Use a consistent and calm PACE (Playfulness, Acceptance, Curiosity and Empathy) and a PRICE (Protecting Rights In A Caring Environment) approach.
- Ensure ALL adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure ALL adults use consistent language to promote positive behaviour
- 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 learner behaviour is a form of communication
- Promote self-esteem and self-regulation
- Teach appropriate behaviour through positive intervention

### **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

#### **All staff will:**

- Take time to welcome learners at the start of the day
- Always support learners who are failing to meet expectations
- Always redirect learners by referring to 'We are Ready, We are Kind and We are Safe'
- Deliberately and persistently promote learners doing the right thing and praise them
- Know their learners well and develop positive relationships with all
- Relentlessly work to build mutual respect
- Remain calm and use PRICE techniques to de-escalate situations
- Demonstrate professional care and compassion

#### **The Senior Leadership Team supported by the Middle Managers will:**

- 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

We recognise that a personal centred consistent approach has the best impact on behaviour. Our principles set out the expectations that all learners and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Learners are praised publicly and reprimanded in private.

#### **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.

#### **Our Expectations**

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

#### **Measures for encouraging positive behaviour**

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

We aim to ensure:

- An approach to managing learner behaviour that is focused on the individual needs
- That this is underpinned by a positive ethos and good relationships
- That we have established structures for effective communication

- That all staff accept responsibility for maintaining good behaviour
- That there is support available for learners and staff when consequences need to be considered
- That we are aware of those staff in need of support and of their professional development and INSET needs
- That we provide a person-centred curriculum which is broad and balanced appropriate for the age and ability of the learner
- That appropriate assessment, recording and reporting procedures are in place
- That we provide a therapeutic, safe working environment
- That we provide an effective system of care through our staffing structure
- That we promote the spiritual, moral, social and cultural development of each learner
- An individual approach to giving praise and rewards focused around individual learners
- That we promote strong home-school links

## **Praise and Rewards**

At The Outdoors School, we recognise that praise has a structuring, reinforcing and motivational role. We give praise in a variety of ways.

The use of our 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.

Groups develop their own reward systems to best suit their individual learners needs. 'Reward points' are awarded to learners for doing something well, such as:

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

At the beginning of each half term all learners are asked to think about the types of rewards that might motivate them, and we attempt to honour these perspectives wherever possible.

## **Simple Approaches**

<b>Our Expectations</b>	<b>Visible Consistencies</b>	<b>Over and Above Recognition</b>
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<ol style="list-style-type: none"> <li>1. We are Ready</li> <li>2. We are Kind</li> <li>3. We are Safe</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily meet and greet</li> <li>2. Persistently rewarding learners for doing the right thing</li> <li>3. Challenging learners who are failing to meet expectations</li> <li>4. Supporting with individuals transitions</li> <li>5. Praising in public (PIP), Reminding in private (RIP)</li> <li>6. Consistent language which builds trust and a sense of security for learners</li> </ol>	<ol style="list-style-type: none"> <li>1. Stickers</li> <li>2. Certificates in assemblies</li> <li>3. Messages/postcards home to parents &amp; carers</li> <li>4. Verbal praise from all adults</li> <li>5. Recognition boards in all groups</li> <li>6. Group rewards</li> <li>7. Sharing work with another adult</li> <li>8. Headteacher Excellence Award</li> </ol>
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We differentiate our behaviour policy as appropriate to meet the needs of all our learners within our school community, in line with the Equality Act (2010).

A graduated response: We apply a graduated response to behaviour, in which we aim to recognise and respond to the needs being communicated by the behaviour.

Learners have a wide range of individual needs which change over time. As such, learners require a flexible approach within an overall structure of consistency. A graduated response to behaviour allows staff to support learners according to their current level of need.

## **Key principles of a trauma informed behavioural approach**

The five principles below have been developed by Educational Psychology Service for schools and settings to consider when applying a trauma informed approach to behaviour.

**Principle One:** Relationships, empathy and feeling safe take precedent over other means of discipline

**Principle Two:** Discipline represents an opportunity to teach and nurture

**Principle Three:** We aim to understand the function behind a behaviour

**Principle Four:** The child or young person is separate from their behaviour

**Principle Five:** Routines help people to feel safe, but some children and young people need differentiation within an overall structure

### **Consequences:**

Consequences are not seen as a central element of trauma informed approaches to behaviour. However, some learners benefit from having the opportunity to co-construct ideas for repairing a situation, alongside an adult. An emphasis should be placed on restoration, not punishment or blame, and should aim to reduce feelings of guilt in the learners.

### ***If needed Consequences 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

### **Consequences 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 consequence 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 negative 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 discuss the behaviour 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.

### **The meaning of the word Behaviour**

Behaviour is not a negative word. It is both positive and negative. It's a description on the conduct of someone, especially towards others. As humans we are consistently using behaviour to communicate with each other, whether this is verbal or nonverbal. Therefore, it is important that when we talk about behaviour, we talk about positive behaviour just as much as we talk about negative behaviour (if not more).

As a school we want to recognise and celebrated the positive behaviours of our learners, whilst also supporting and providing strategies that will help learners understand why they are making the wrong choices or displaying fewer positive behaviours

### **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 1-5.

Number 1 being the highest level of positive behaviours and number 5 being the highest levels of negative behaviour.

#### **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 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 gives Immediate feedback in verbal praise, informs the learner you are going to refer for Headteacher's Award, or send a postcard or letter of congratulations home. That staff member records on SchoolPod, sends a postcard or letter.

## **Level 2**

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 gives immediate feedback in verbal praise, informs the learner you are going to give them a bespoke certificate of recognition. That staff member records on SchoolPod, gives a bespoke certificate of recognition.

## **Level 3**

Accidental inappropriate language, refusal to go to safe space, refusal to engage, damage to property due to a reckless use, physical violence to another peer-reactionary, verbal threats to another learner, absconding but the learner is able to own the behaviour and reflect and make the right choices.

The Member of staff gives immediate feedback in challenging the behaviour. That staff member looks at the anecdotal evidence & informs other staff. That staff member records on SchoolPod, Reflection time to be signposted and held only when the learner is truly ready.

## **Level 4**

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 gives immediate feedback in challenging the behaviour. That staff member records on SchoolPod, other members of staff involved to also add to the report. Reflection Time at a specified time at the staff's discretion. Then the most appropriate member of staff contacts Parent/ Carers, the tutor leads on a review of the ISBP and R/A's, If a RPI, Intervention report and incident narrative is done at the earliest opportunity, Reflection and a re-engagement meetings to be signposted.

## **Level 5**

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 gives 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 the most appropriate member of staff contacts Parent/ Carers, the tutor leads on a review of the ISBP and R/A's, If a RPI Intervention report and incident narrative 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 for the incident narrative must only occur when the learner arousal rate is calm and has been calm for a significant amount of time (low adrenal 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. The incident narratives are saved on the Gdrive in the learner folders.

## **Restorative and Reflective processes to a Restrictive Physical Intervention**

If there is a R.P.I there is a separate section on the incident report (on Schoolpod), which looks specifically at the restrictive physical intervention. All areas in the R.P.I section must be completed.

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 input 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 RPI, then a second person can do it.

- Site Manager or Assistant SENDCo should be spoken to, 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 adrenaline 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 Site Manager or Assistant SENDCo must attend a RPI 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 a last resort and by trained staff only. (See Appendix A) The school will record all incidents involving RPI (Restrictive 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 inclusion 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, SENDCo or Assistant SENDCo, Key worker and Learner will be required to meet to plan a way forward as part of the reintegration 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 Space**

As well as internal exclusion there will be a 'safe space' 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*'.

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 staff.

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: 25th January 2022*

*Signature of Headteacher:*

A small rectangular image showing a handwritten signature in black ink on a light-colored background. The signature appears to be "R. Vincent".

*Name:* Robyn Vincent

*Review date set:* 1<sup>st</sup> September 2023

# 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