

Behaviour and Anti-Bullying Policy - Transitional Learning Programme

Appendix A: Anti-Bullying Policy

Appendix B: The use of Physical Intervention

Appendix C: Drug Use Policy

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Our Aim

We wish to create a thriving community who display behaviour that is expected based on environment, experience, social constructs, and presentation of the individual. We aim to create a community who feel self-regulated, safe, and secure and to develop learners who understand how to achieve positive behaviour leading to a positive and safe community.

All are welcome into our community—learners and staff alike. We understand that everyone comes from different experiences in life and diversity is what allows us to thrive. We are all different and we are all equal.

This policy aims to set the framework for which we present sessions to learners in a positive and supportive environment.

Positive Behaviour Support

At The Outdoors Group, we understand that positive behaviour communicates needs that are met, and negative behaviour communicates needs that are unmet. We wish to enable learners to understand these behaviours and needs to support them to have positive outcomes.

We expect learners and staff to show:

- pro-social communication
- kindness
- respect
- a willingness to learn
- a commitment to our community

Individuals will be supported to work toward these outcomes using varied supportive methods based on the needs of the learner.

These are not limited to but including:

- restructuring
- scaffolding
- humour
- distraction
- environmental changes
- praise/celebration

Behaviours that cannot be tolerated include:

- bullying
- physical aggression (kicking, hitting, biting, etc.)
- any type of racism, sexism, or isolating/exclusive views
- sexualised behaviour

We will handle these situations on a case-by-case basis as below.

Our Method

The Outdoors Group believes in bespoke responses to positive behaviours as well as behaviours of concern. We understand that behaviours of concern are learned and therefore can be shaped to become positive, and we believe that responses to positive behaviour need to be tailored to the learner due to experiences, attachments, SEND needs, and presentation. Traditional responses to behaviour can look very different based on experienced trauma, attachment needs, and SEND needs.

Our general response to behaviour is as follows:

- listening to the learner's explanation of the behaviour
- staff explaining the expected and alternative response to behaviour presented
- staff describing why a certain expectation exists

Repeated behaviour of concern will result in reminders, removal from activity, and parental discussions around the behaviours displayed.

Behaviours which result in someone's safety being placed in jeopardy will result in a learner being sent home early from a session but will include reparative work with staff and other learners upon the learner's return.

Ultimately, it is our aim to find the source and function of the behaviour presented to limit instances of the behaviour reoccurring. Parents and carers may be involved in this process to aid in appropriate responses.

Praise

All staff at The Outdoors group should be involved in organising and delivering praise to learners who display positive behaviour. Depending on lived experience, learners will respond differently to praise, therefore it is delivered in several ways but always aims to be right for the learner we are working with:

- positive body language—gestures and smiles
- verbal praise
- written praise
- phone calls, emails and photos to schools, parents, carers, other agencies, etc
- use of a model for future responses
- tokens or badges

We always reflect on positive behaviour as well as the negative to ensure staff are allowing conditions for occurrences of positive behaviour to increase in frequency.

Our Rules

At The Outdoors Group we aim to be:

- Safe
- Kind
- Respectful of ourselves, others, and the environment

Stages of an Incident

During an incident the following are critical:

- 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:
 1. Putting out fires
 2. Removing and securing equipment and tools
 3. Removing logs, branches etc
 4. Moving other learners away
 5. Moving learner away from hazards such as trees to climb or things to throw, mud to get stuck in etc.
 6. That you keep other learners safe
 7. That you make the learner in question as safe as possible
 8. That police are informed as appropriate
 9. 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 the following should be done:

- **Fill in an incident report**
- 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

Our Approach to Specific Behaviours of Concern

Absconding/Leaving the Premises:

- 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.

Aggression/Violence

- 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.

Use of Tools During an Incident:

- 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 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.

Use of Inappropriate Language:

- 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 it will be reported to school and a record 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.

Behaviours of Concern Resulting in a Safeguarding Disclosure

If a learner becomes upset or makes a disclosure because 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 Group Safeguarding and Child Protection Policy.

Complaints Procedure

If an individual or stakeholder is unhappy with action we have taken in regards to behaviour management and positive behaviour support, they are welcomed to refer to our Complaints Policy to ensure their concerns and views are heard.

Appendix A: Anti-Bullying Policy

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 Group 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, text messaging and calling, videoing.

Bullying can be based on:

- 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.

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:

- 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.
- comes home with clothes torn.
- has possessions which are damaged or "go missing".
- asks for money or starts stealing money.
- is bullying other learners or siblings.
- is afraid to use the internet or mobile phone.
- 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. 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 Outdoors Group with any consequences that it takes.
- Wherever possible, the learners will be reconciled.
- In some cases, outside agencies may be requested to support The Outdoors Group or the family in dealing with a learner continually demonstrating unacceptable behaviour towards others. E.g., police, family support or counsellor.

Appendix B: The Use of Physical Intervention

All staff are PRICE trained to respond to behaviour positively and support throughout incidents. At times, dysregulation of young people can lead to unsafe behaviour. In these instances, we may have to use physical intervention as a last resort to keep learners safe.

When must physical intervention be used?

- If a learner is at risk of harming themselves.
- If a learner is at risk of harming someone else.
- If a learner is damaging property to the extent that it could result in bodily harm to themselves or someone else.

The use of physical intervention is only as a last resort.

Appendix C: Drug Use Policy

Introduction

At the Outdoors Group Ltd, we feel that creating safe environments which discourage the use of drugs enable us to help learners understand how to make healthy choices and promote positive behaviours.

Substance misuse affects all communities - crossing gender, cultural and social boundaries. No school, parent or carer can afford to be complacent or think that children and young people are not at risk. Schools have a key role to play in ensuring that young people understand the risks involved and have the confidence, knowledge, and skills to avoid them.

Possession or use of drugs and illicit substances should always be viewed as a Safeguarding and welfare issue first and foremost and schools should seek to place their safeguarding duties at the heart of any response to such incidents.

Procedure around Drugs Related Incidents

Reporting

All incidents involving drugs should be treated as safeguarding concerns and should be reported to the Head of the Transitional Learning Programme and the DSL in the first instance.

Recording

All incidents involving drugs should be recorded following our safeguarding procedure on SharePoint as well as on SchoolWorks.

Confiscating

Any drugs that are located or suggested to be contained within a learner's property warrant a search of this property and confiscation of any drugs or drug related paraphernalia that is found. These items should be searched for and confiscated in the presence of two staff members as witness and returned to the Head/DSL to be disposed of by police involvement.

Informing

All drugs related incidents that occur suggest a need for underlying education, need, and related consequence which should relate directly to the specific incident. A need for counselling and education will be identified by leadership and sought in conjunction with parents, carers, and other professionals.