

Outdoor Learning Centre

Behaviour Policy

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Introduction

All staff at the Outdoor Learning Centre have an essential role to play in steering and guiding students' behaviour, and in enabling students to recognise the difference between socially acceptable and unacceptable behaviours.

The centre uses the guidance for schools to set out its behaviour policies and procedures.

In order to achieve this staff are expected to provide clear, firm and consistent boundaries and expectations for students' behaviour alongside using their DDP training.

'The single biggest impact on a child's behaviour is our relationship with them. We cannot directly change a child's experience, or the way it is communicated through language or behaviour, but we can change our response to it. By responding differently, over time the child will change the way he/she behaves or communicates.'

All staff working at Outdoor Learning Centre use DDP (Dyadic Developmental Practice) in an informed way, utilising an attitude of PACE Playfulness, Acceptance, Curiosity and Empathy in their thinking, behaviour and communication to connect with Children. Staff working within the Centre have access to regular DDP training.

DDP is about reciprocal relationships based on mutual respect and trust. The attitude of PACE supports the child and adults in understanding emotional responses and behaviour and explore together with empathy and understanding positive ways to communicate and meet social and emotional needs.

Staff are further expected to respond promptly to both positive and negative behaviours, clearly, firmly, consistently and fairly. Successful 'Behaviour Management' lies in achieving a balance between acknowledging, praising and rewarding positive behaviours, and acknowledging, disapproving of and sanctioning unacceptable behaviours.

Outdoor Learning Centre recognises that children seek to mirror the behaviours of those they respect and value, thus all staff are expected to provide appropriate role modelling for students.

It is further recognised that for the children placed at Outdoor Learning Centre; behaviour is a primary channel through which feelings and emotions are expressed. It is essential that a holistic approach is taken to the management of behaviour, which encompasses full assessment of individual needs and capabilities, including language and comprehension skills, relevant medical and mental health diagnosis, and an understanding of the child's life experiences, former role models and contemporaneous adult role models in other areas of their life.

Fundamental to the success of the Centre's Behaviour Management Policy and Procedures is the consistency of expectations and responses achieved through regular staff training.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the Centre community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and Statutory Guidance

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in Schools](#)
- [Searching, screening and confiscation at School](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in Schools](#)
- [Supporting students with medical conditions at School](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a School's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require Schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give Schools the authority to confiscate students' property
- Schedule 1 of the [Education \(Independent Centre Standards\) Regulations 2014](#); paragraph 7 outlines a School's duty to safeguard and promote the welfare of children, paragraph 9 requires the Centre to have a written behaviour policy and paragraph 10 requires the Centre to have an anti-bullying strategy

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, around the Centre site between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the Centre rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our Centre's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Directorship

The Directors are responsible for monitoring this behaviour policy's effectiveness and holding the Head of Centre to account for its implementation.

5.2 The Head of Centre

The Head of Centre is responsible for reviewing and approving this behaviour policy.

The Head of Centre will ensure that the Centre environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the Centre of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Student Code of Conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the Centre
- Treat the Centre buildings and Centre property with respect
- Wear the appropriate clothing at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the Centre into disrepute, including when outside Centre

7. Rewards and Consequences

Staff and volunteers must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

7.1 List of rewards and Consequences

Outdoor Learning Centre recognises that an effective balance of appropriate rewards and sanctions is essential to the development of socially acceptable behaviour.

Children must be able clearly to distinguish between rewards and consequences.

Both rewards and consequences must be:

- PROPORTIONATE to the issue
- RELEVANT to the issue
- PROMPTLY agreed upon with the child
- MEANINGFUL to the child
- REALISTIC
- PRACTICAL

and must always be appropriate to the child's needs and understanding.

'Rewards' might include:

- Praise and celebration of achievement.
- Gaining bonuses towards a structured and Specific previously agreed goal.
- Extended time of a favoured activity

'Consequences' might include:-

- Assisting to cleaning up.
- Restrictions (e.g. on activities).
- Catching up with missed work.
- Discussions regarding negative behaviour and strategies

Outdoor Learning Centre aims to involve students in the agreement of suitable rewards and consequences, developing skills in:

- negotiation;
- compromising;
- reasoning;

and recognising and developing a sense of proportionality, reasonableness, reality and practicality. In such discussion staff are expected to enable the child to consider the consequences of their behaviours, whether positive or negative upon both themselves and others.

7.2 Offsite Behaviour

Consequences may be applied where a student has misbehaved off-site when representing the Centre, such as on a Centre trip or in provided transport on the way to or from Centre.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of Centre will ensure appropriate consequences are put in place for the student in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against **staff** for more information on responding to allegations of abuse.

The Head of Centre will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display/Uphold the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Meeting Individual Needs

Every child's needs and abilities in managing their behaviour will vary as a result of a number of factors including:-

- Former and Current Adult Role Models;
- Language, Comprehension and Listening Skills;
- Medical and Mental Health diagnosis;
- Previous life experiences;
- Expectations of significant others.

It is essential that in enabling students to become responsible for their own appropriate behaviour that these factors are fully understood and addressed where appropriate.

Outdoor Learning Centre aims to achieve this through:-

- 1) Comprehensive individual assessment.
- 2) Pastoral support (Emotional Literacy Support)
- 3) Individual Behaviour Plans.
- 4) Specific rewards set for students behaviour
- 5) Regular review of the students' circumstances including their behaviour
- 6) 'Leaves' – Issued in recognition of a student following the Centres values 'TREES'

- 7) Constant positive reinforcement and open communication regarding positive and negative behaviour

Further Information:

During the Assessment process a holistic view of the child's needs is undertaken, encompassing physical health, educational, language and communication, emotional and wellbeing needs.

8.3 Individual Behaviour Plans

Individual Behaviour Plans focus on praising and recognising positive behaviour.

Plans are drawn up by the Pastoral Lead, and are regularly reviewed by the Outdoor Learning Centre staff as a whole. These plans will be shared with parent carers and the named student once an assessment has been completed.

Identified targets on the plan may be short term (daily/weekly) or long term (e.g. termly) and may have a specific reward in place. Short term rewards include, certificates, special awards, prizes and activities. Long term rewards can focus on educational visits and special events.

After the assessment is complete, students will have access to 1:1 individual pastoral sessions on a weekly basis to give them the opportunity to discuss issues regarding their behaviour, receive support and guidance with their behaviour and set new achievable targets.

Staff provide consistent encouragement, guidance and support in order to enable students to achieve. Staff also ensure that expectations are clear and consistent, and are not manipulated in order to facilitate "success".

These rewards aim to develop positive behaviours and a sense of teamwork, tolerance and co-operation.

IBP's are developed collaboratively, and provide staff with guidance about how best an individual's unacceptable behaviours might be managed.

IBP's also identify:

- triggers for unacceptable or poor behaviour;
- likely unacceptable or poor behaviour;
- preferred support and prevention strategies;
- preferred handling strategies;
- advice for debriefing.

Each student's IBP also incorporates a behaviour plan for managing them at times of crisis. This plan informs staff of the safest way to support the student when in crisis. These plans share information with regards to TEAM TEACH de-escalation techniques and positive handling guidance.

8.4 Promoting Positive Behaviour

Outdoor Learning Centre recognises that the meaningful acknowledgement of positive behaviour is as significant to the development of socially acceptable behaviour as the disapproval of unacceptable behaviour.

Staff are expected to acknowledge positive behaviour promptly and clearly, transmitting the message that acknowledgement and praise in itself is of value. Reward does not have to be tangible in the form of money or material goods; praise is equally significant in developing self-esteem and promoting positive behaviour.

The form of acknowledgement will depend upon the individual circumstances:

it might be a direct compliment -

"you did really well to walk past that incident without getting involved"

or direct thanks -

"thank you for holding the door open for me"

and/or might be indirect reporting on to others in the child's presence -

"_____ has just helped the to move the heavy boxes from reception".

8.5 Responding to Unacceptable Behaviour

Outdoor Learning Centre recognises that it is vital to respond promptly and clearly to socially unacceptable behaviour.

All staff are expected to respond promptly to socially unacceptable behaviour by clearly demonstrating and verbalising their disapproval in the behaviour.

In doing so staff are required to ensure that the child understands exactly what is unacceptable and why, and that disapproval is of the behaviour, not the child themselves. It is important also that body language matches what is being said.

It may be appropriate to ask the child to identify what they think is unacceptable, and how they might put things right.

In some circumstances verbal/visual disapproval will be sufficient response - it is not always necessary for unacceptable behaviour to result in a consequence.

There may be some students that might benefit from ignoring the negative behaviour and redirecting on to more appropriate activities. This will always be made clear in their IBP.

Unacceptable behaviour should not be responded to with humour or amusement.

8.6 Prohibited Measures

Outdoor Learning Centre complies fully in excluding all prohibited measures as outlined by the Children Act 1989 [SI No 1506 1991 Part 2 s.8]. [See also The Children Act 1989: Regulations and Guidance Vol 4, 1.91].

- Food and confectionery are not used as either rewards or sanctions
- Physical chastisement is not permitted.
- Physical Intervention is not used as a consequence or compliance.

8.7 Physical Intervention

Due to the type of students within our cohort, staff may be required to use physical intervention with a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

The use of Physical Intervention in Behaviour Management is always a **last resort**.

A gradual and graded approach using "Team Teach" Techniques is used. Physical Intervention is kept to a minimum. All incidents are fully documented. All staff involved in direct student contact are fully trained in the use of Team Teach. [See Physical Intervention Policy for more detail]

8.8 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to Centre discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9. Staff Training & Expectations

9.1 Training

All staff require training and support to ensure a consistent and appropriate response to behaviour. This is facilitated through the in-house training programme and is supported through the staff Performance management/supervision.

This includes:

- TEAM TEACH
- Introduction to DDP (Dyadic Developmental Psychotherapy) - delivered by our trained therapist
- Attachment and me
- PACE (Playfulness, acceptance, curiosity and empathy)

9.2 Staff as Role Models

All staff are at all times whilst at work or in the company of students, to provide appropriate behavioural role modelling for students. This requires the consistent demonstration of socially acceptable behaviour in the wide variety of social situations in which staff and students interact.

Particularly significant for staff are:

- the manner in which they approach and address others;
- the body language they portray;
- the language they use.

Staff are expected to follow the ' Code of Conduct'

9.3 Staff as Role Models

All staff are expected to respond proactively to both acceptable and unacceptable behaviour:

- consistently;
- fairly;
- promptly;
- firmly;
- appropriately;
- proportionately;

taking into account the individual needs of the child.

- All staff are expected to make clear to students the difference between acceptable and unacceptable behaviour.
- All staff are expected to utilise only such rewards and consequences as are acceptable.
- All staff should expect to be challenged, and to respond calmly.

9.4 Recording Rewards & Consequences

- Both rewards and consequences are recorded in student's individual records.
- Permanent Exclusion – Once a placement at Outdoor Learning Centre is agreed and a successful assessment has been completed, the centre will take every possible measure to avoid permanent exclusion. However, in extreme cases the Director of Education may have to consider permanent exclusion if:
 - Allowing a student to remain at the Centre would seriously harm the education or welfare of the student or others in the Centre.
 - The student shows consistent aggressive behaviour towards staff, leading to significant injury or over a sustained period and the centre believes it is not making any positive impact on the students behaviour

10. Monitoring Arrangements

This behaviour policy will be reviewed by the Head of Centre every 2 years. At each review, the policy will be approved by the Director of Education.

11. Linked Policies

This behaviour policy is linked to the following policies:

- Exclusions policy

- Safeguarding policy
- Physical Intervention policy