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School of OUTDOORS

Behaviour policy

and statement of behaviour principles

schoolofoutdoors.uk

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Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all young people have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-company approach to maintaining high standards of behaviour that reflect the values of School of Outdoors (SoO)
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all young people
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

As School of Outdoors work primarily with school's we look to ensure all our policies and procedures fall in line with those of a company. Therefore, our behaviour policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and company staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- Suspension and permanent exclusion from maintained schools, academies and young person referral units in England, including young person movement 2023
- Use of reasonable force in schools
- Supporting young persons with medical conditions at company
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, we have taken guidance from:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its young persons
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate young persons' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate young persons' property
- Schedule 1 of the Education (Independent Company Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children,

paragraph 9 requires the company to have a written behaviour policy, and paragraph 10 requires the company to have an anti-bullying strategy

Definitions

Misbehaviour is defined as:

- Disruptions while traveling to activities, during activities, between activities, as well as during breaks, lunchtimes, and overnight stays
- The young person not following instructions from any members of the School of Outdoors team
- Poor attitude
- Possession of any prohibited/banned items.

Serious misbehaviour is defined as:

- Repeated misbehaviour
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Fireworks
    - Pornographic images
    - Any article an instructor 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 young person)

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
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Identifying bullying

Young people will often not report bullying when it happens to them. It is, therefore, very important for all adults to be alert to some factors that might indicate bullying has taken place

or is occurring. (Please refer to our Child protection and Safeguarding policy)

These include:

- Sudden changes to patterns of absence.
- Unexplained changes in a young person's personality e.g., a normally outgoing person becoming sullen, withdrawn, or aggressive.
- Passive acceptance of inappropriate behaviour and/or language.
- Possessions go missing or work is defaced.
- A decrease in young person progress and levels of achievement which are not easily explained.
- A young person who stops participating in activities.
- A young person who takes a long time eating their lunch and unwillingness to engage with others at planned break times / at camp.
- Young people who stay close to team members during break / down time when this has not been the case previously.

This list is not exhaustive, and nor is it always complete evidence that bullying is taking place. Team members use their professional judgment when deciding to take matters further.

Procedures for dealing with bullying

Guidelines for team members

General procedures for dealing with bullying will follow these principles:

- Team members make sure that young people know they are ready to listen and are ready to provide immediate support. They remain calm and make it clear that the incident will be investigated. There will always be a team member available to give time to a young person requiring support. All incidents or suspected incidents of bullying are followed up.
- Every incident is investigated as soon as possible, by way of a restorative inquiry. All those involved are interviewed individually to avoid intimidation and to produce an accurate report. All incidents are reported to a Company Director and recorded in Evente.
- Records and incidents of bullying are kept in the form of incident reports.
- Following a restorative inquiry:
    - To the person doing the bullying – they will be spoken to regarding the seriousness and widespread effects of their behaviour. They will be given an opportunity to take part in a Restorative Meeting to gain an understanding of the impact of their behaviour, accept responsibility for their actions, and to work on finding solutions to repairing the damage that they have done. Referrers and Parents/Carers will be involved, if appropriate, and strategies to help the young

person behave more appropriately in the future will be put in place and followed up.
    - To the person being bullied – they will be assured that the situation is being dealt with. They will also be given strategies to help deal with the situation and an opportunity to take part in a Restorative Meeting, as appropriate.
    - Team members will emphasise that the young person is right to tell an adult if they are having a problem with another young person.
- Review and follow up. This will be carried out as appropriate to the situation. As in our Behaviour Policy, praise and encouragement will always be given to the young people's individual efforts to improve their behaviour.
- All concerned are made aware of and helped to deal with the causes of bullying as well as the consequences of bullying. There is always a reason behind why a person makes a choice to bully another. Part of dealing with an incident of this nature must include support for the young person engaged in the bullying, ensuring they are given opportunities to talk about how they are feeling and why they feel they may be behaving in this way, as well as supporting the victim.

Guidelines for Young People

If you are being bullied here are some things you might want to try.

- Most important of all is to tell someone you trust as soon as possible.
- Get together with some friends and say something like 'Can't you hear me telling you to go away?' This is not easy, and you may need to practice it first.
- If possible, avoid being alone in those places where you are more likely to be bullied.
- Practice walking quickly and confidently.
- Keep telling yourself that it is not your fault, and you do not deserve it

Guidelines for Parents

If you are concerned that your young person is being bullied the following may help.

- In the first instance parents should contact School of Outdoors and relay relevant information and or seek a call-back as appropriate.
- Encourage your young person to talk about it but be patient.
- Stay calm.
- Try not to dwell on sensitive issues.
- Reassure them that you understand and will support them.
- Discuss with your young person the kinds of things that they would like to happen now.

Please note If the bullying is violent and constitutes an assault, then other measures may need to be taken and young people should be warned that this will be the case. This may include contact with the police who may initiate further action.

Roles and responsibilities

Company Directors

The Company Directors are responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing and approving this behaviour policy in conjunction with the Operations Manager
- Monitoring the policy's effectiveness
- Being held to account for its implementation
- Ensuring that all Team members understand the behavioural expectations and the importance of maintaining them
- Monitoring how Team members implement this policy to ensure rewards and sanctions are applied consistently to all groups of young people
- Providing new team members with a clear induction into the company's behavioural culture to ensure they understand its rules and routines, and how best to support all young people to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any Team members who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the child protection and safeguarding policy to offer young people both sanctions and support when necessary

Operations Manager

The Operations Manager is responsible for:

- Reviewing and approving this behaviour policy in conjunction with Company Directors
- Ensuring that all Team members confirm, through Evente, that they have read and understood this policy.
- Ensuring that the data from incident reports linked to misbehaviour, serious misbehaviour or bullying is reviewed regularly, to make sure that no groups of young people are being disproportionately impacted by this policy

Team members - Course Directors

Course directors are Team members who oversee large company events such as DofE, CPD, First aid etc. Prior to, during and following an event they are responsible for:

- Reading this behaviour policy including any amendments as and when updated
- Giving due consideration to the company's statement of behaviour principles
- Ensuring that all event environments encourage positive behaviour

- Ensuring that Team members deal effectively with poor behaviour
- Monitoring how Team members implement this policy to ensure rewards and sanctions are applied consistently to all groups of young people
- Ensuring that all Team members understand the behavioural expectations and the importance of maintaining them

Company Directors will support Course Directors in responding to behaviour incidents.

Team members – Course tutors

Course tutors are Team members work large company events such as DofE, CPD, First aid, or work our 1:1 program such as Alternative Provisions (AP) etc. Prior to, during and following an event they are responsible for:

- Creating a calm and safe environment for young people
- Establishing and maintaining clear boundaries of acceptable behaviour
- Implementing the behaviour policy consistently
- Communicating the company's expectations, routines, values and standards through teaching behaviour and in every interaction with young people
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular young people
- Considering the impact of their own behaviour on the company's culture and how they can uphold company rules and expectations
- Recording behaviour incidents promptly on Evente or AP System
- Challenging young people to meet the company's expectations

Course directors will support Course tutors in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the company's behaviour policy and reinforce it at home where appropriate
- Support their young person in adhering to the company's behaviour policy
- Inform School of Outdoors of any changes in circumstances that may affect their young person's behaviour
- Discuss any behavioural concerns with School of Outdoors promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the company directly, while continuing to work in partnership with us.

School of Outdoors will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their young person's behaviour and the

company's policy and working in collaboration with them to tackle behavioural issues.

Young people

All young people attending events / AP programs will be made aware of School of Outdoors behaviour culture, in particular:

- The expected standard of behaviour they should be displaying at all times
- That they have a duty to follow the behaviour policy
- School of Outdoors approach to bullying
- The consequences they will face if they don't follow the behaviour standards
- The pastoral support that is available to them to help them meet the behaviour standards

Young people will be supported to meet the behaviour standards and will be provided with reminders wherever appropriate.

Young people will be supported to develop an understanding of School of Outdoors behaviour policy and wider culture.

Young people will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for young people who are mid-phase arrivals.

School of Outdoors behaviour curriculum

Young people are expected to:

- Behave in an orderly and self-controlled way
- Show respect to team members and each other
- Make it possible for all young people attending to learn
- Treat any venue visited along with School of Outdoors property with respect
- Follow the Countryside Code / Scottish Outdoor Access Code
- Wear the correct protective equipment when required
- Accept sanctions when given
- Refrain from behaving in a way that brings School of Outdoors, their company, or the Duke of Edinburgh's Award (DofE) into disrepute, including when online

Where appropriate and reasonable, adjustments may be made to routines within the program to ensure all young people can meet behavioural expectations.

Mobile phones

- Young people can use their phones

- Young persons are allowed to have mobile phones with them on-site but must not be used without prior permission from a team member.
- The phone will be removed from a young person if they use their phone without permission and returned to them at the end of the day.
- Use of a phone is only for use to support learning other use will result in the phone being removed.

Responding to behaviour

Team members are responsible for setting the tone and context for positive behaviour.

They will:

- Create and maintain a stimulating environment that encourages young people to be engaged
- Develop a positive relationship with young people, which may include:
    - Greeting young people in the morning/at the start of an event
    - 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

Safeguarding

School of Outdoors recognises that changes in behaviour may be an indicator that a young person is in need of help or protection.

We will consider whether a young person's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

Responding to good behaviour

When a young person's behaviour meets or goes above and beyond the expected behaviour standard, Team members will recognise it with positive recognition. This provides an opportunity for all Team members to reinforce the company's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of School of Outdoors behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies
- Positions of responsibility, such as being entrusted with a particular decision or project
- Whole-group or team rewards

Responding to misbehaviour

When a young person's behaviour falls below the standard that can reasonably be expected of them, Team members will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Team members will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so young people know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising.

All young people will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, Team members will also consider what support could be offered to a young person to help them to meet behaviour standards in the future.

School of Outdoors may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting a 'time out' from the activity for the young person
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School of Outdoors 'community service', such as tidying up after an event
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the young person from the activity / asking parents to collect if on an overnight event
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the young person will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with young people. All team members have a duty to use reasonable force, in the following circumstances, to prevent a young person from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, team members should, in considering the risks, carefully recognise any specific vulnerabilities of the young person, including SEND, mental health needs or medical conditions.

Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items found in a young person's possession as a result of a search will be confiscated. These items will not be returned to the young person.

We will also confiscate any item that is harmful or detrimental to discipline. These items will be returned to young people after discussion with Course Directors and parents/carers, if appropriate.

Searching a young person

Searches will only be carried out by a team member who has been authorised to do so by the Company Directors, or by the Course Director where a Company Director is not present.

Subject to the exception below, the authorised team member carrying out the search will be of the same sex as the young person, and there will be another team member present as a witness to the search.

An authorised team member of a different sex to the young person can carry out a search without another team member as a witness if:

- The authorised team member carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a team member who is the same sex as the young person; or
- It is not reasonably practicable for the search to be carried out in the presence of another team member

When an authorised team member conducts a search without a witness, they should immediately report this to another team member, and make sure a written record of the search is uploaded to Evente.

If the authorised team member considers a search to be necessary, but not required urgently, they will seek the advice of the Course Director / Company Director, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the young person. During this time the young person will be supervised and kept away from other young people.

A search can be carried out if the authorised team member has reasonable grounds for suspecting that the young person is in possession of a prohibited item or any item identified in the company's rules for which a search can be made, or if the young person has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other young people. The search will only take place where the team member has lawful control or charge of the young person, for example during an event, activity or AP program.

Before carrying out a search the authorised team member will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other young people or team member at risk
- Consider whether the search would pose a safeguarding risk to the young person
- Explain to the young person why they are being searched
- Explain to the young person what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the young person the opportunity to ask questions
- Seek the young person's co-operation

If the young person refuses to agree to a search, the team member can give an appropriate behaviour sanction.

If they still refuse to co-operate, the team member will contact the Course Director / Company Director or designated safeguarding lead (or deputy), to try to determine why the young person is refusing to comply.

The authorised team member will then decide whether to use reasonable force to search the young person. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the young person harming themselves or others, damaging property or causing disorder.

The authorised team member can use reasonable force to search for any prohibited items identified, but not to search for items that are only identified in the company's rules.

The authorised team member may use a metal detector to assist with the search.

An authorised team member `may search a young person's outer clothing, pockets, possessions.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching young persons' possessions

Possessions means any items that the young person has or appears to have control of, including examples such as:

- rucksacks
- bags
- overnight tents or residential settings (dorms, bunk rooms)

A young person's possessions can be searched for any item if the young person agrees to the search. If the young person does not agree to the search, team member `can still carry out a search for prohibited items and items identified in the company rules.

An authorised team member can search a young person's possessions when the young person and another team member `are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another team member, the search can be carried out by a single authorised team member.

Informing the designated safeguarding lead (DSL)

The team member `who carried out the search should inform the Course Director, Company Director (who will inform the DSL), or the DSL direct without delay:

- Of any incidents where the team member had reasonable grounds to suspect a young person was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be

recorded in on Evente.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited items . A team member will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the company has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the company will consider whether the young person may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, Team members will follow the company's safeguarding policy and speak to the designated safeguarding lead (DSL).

Strip searches

The authorised team member's power to search outlined above **does not enable them to conduct a strip search** (removing more than the outer clothing) and strip searches shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police, team members will assess and balance the risk of a potential strip search on the young person's mental and physical wellbeing and the risk of not recovering the suspected item.

Team members will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are present, the decision on whether to conduct a strip search lies solely with them. School of Outdoors will advocate for the safety and wellbeing of the young people /persons involved. Team members retain a duty of care to the young person involved and should always advocate for young person wellbeing.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, team members will contact at least 1 of the young person's parents/carers to inform them that the police are going to strip search the young person and ask them whether they would like to come and act as the young person's appropriate adult. If School of

Outdoors can't get in touch with the parents/carers, or they aren't able to attend to act as the appropriate adult, a team member can act as the appropriate adult (see below for information about the role of the appropriate adult).

The young person's parents/carers will always be informed by a team member once a strip search has taken place. School of Outdoors will keep records of strip searches that have been conducted and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the young person, except in urgent cases where there is risk of serious harm to the young person or others.

One of these must be the appropriate adult, except if:

- The young person explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the young person's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the young person and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the young person
- Not be a police officer or otherwise associated with the police
- Be of the same sex as the young person, unless the young person's specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the young person specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the young person could be seen by anyone else.

Care after a strip search

After any strip search, the young person will be given appropriate support, irrespective of whether any suspected item is found. The young person will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, School of Outdoors will consider whether the young person may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Team members will follow the company's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any young persons who have been strip searched more than once and/or groups of young people who may be more likely to be subject to strip searching will be given consideration, and team members will consider any preventative approaches that can be taken.

Online misbehaviour

School of Outdoors can issue behaviour sanctions to young people for online misbehaviour when:

- It poses a threat or causes harm to another young person
- It could have repercussions for the orderly running of activities
- It adversely affects the reputation of the company
- The young person is identifiable as a member taking part in a School of Outdoors activity

Sanctions will only be given out when the young person is under the lawful control of School of Outdoors.

Suspected criminal behaviour

If a young person is suspected of criminal behaviour, School of Outdoors will make an initial assessment of whether to report the incident to the police.

When establishing the facts, School of Outdoors will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Course Director / Company Director will make the report.

School of Outdoors will not interfere with any police action taken. However, the company may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

School of Outdoors will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Young people are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The company's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

School of Outdoors has procedures in place to respond to any allegations or concerns regarding a young person's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information

Malicious allegations

Where a young person makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the company will consider whether to discipline the young person in accordance with this policy.

Where a young person makes an allegation of sexual violence or sexual harassment against another young person and that allegation is shown to have been deliberately invented or malicious, the company will consider whether to discipline the young person in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the company (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the young person who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The company will also consider the pastoral needs of its team members and young people accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other young persons.

Serious sanctions

Removal from activity or event

In response to serious or persistent breaches of this policy, the company may remove the young person from the activity or event for a limited time.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Team members will only remove young people from the activity or event once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the young person is being unreasonably disruptive
- Maintain the safety of all young people
- Allow the disruptive young person to continue their learning in a managed environment
- Allow the disruptive young person to regain calm in a safe space

Young people who have been removed are supervised.

Young people will not be removed events or activities for prolonged periods of time without the explicit agreement of the course director or company director.

Young people should be reintegrated into the activity as soon as it is appropriate and safe to do so. The company will consider what support is needed to help a young person successfully reintegrate into the activity and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their young person has been removed

The company will consider an alternative approach to behaviour management for young people who are frequently removed such as:

- Meetings with learning coaches
- Use of additional team member support
- Short-term behaviour plan
- Long-term behaviour plans
- Young person support units
- Multi-agency assessment

Staff will record all incidents of removal on Evente, along with details of the incident that led to the removal, and any protected characteristics of the young person.

Permanent exclusion

The company will use permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following sanctions and interventions.

The decision to suspend or exclude will be made by a company director and only as a last resort.

Responding to misbehaviour from young persons with SEND

Recognising the impact of SEND on behaviour

School of Outdoors recognises that young people's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a young person's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a young person's SEND had an impact on an incident of

misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from young people with SEND, especially where their SEND affects their behaviour, the company will take its legal duties into account when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled young person being caused by the company's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of young persons with SEND (Children and Families Act 2014)
- If a young person has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the company must co-operate with the local authority and other bodies

As part of meeting these duties, the company will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the young person concerned.

Adapting sanctions for young persons with SEND

When considering a behavioural sanction for a young person with SEND, the company will consider whether:

- The young person was unable to understand the rule or instruction
- The young person was unable to act differently at the time as a result of their SEND
- The young person was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the company to sanction the young person for the behaviour.

The company will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a young person displaying challenging behaviour may have unidentified SEND.

The company's special educational needs co-ordinator (SENCO) may evaluate a young person who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

When acute needs are identified in a young person, we will liaise with external agencies and plan support programmes for that young person. We will work with parents/carers to create the plan and review it on a regular basis.

Young persons with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the company will co-operate with the local authority and other bodies.

If the company has a concern about the behaviour of a young person with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the company may request an emergency review of the EHC plan.

Supporting young people following a sanction

Following a sanction, the company will consider strategies to help the young person to understand how to improve their behaviour and meet the expectations of School of Outdoors.

This could include measures such as:

- Reintegration meetings
- Daily contact with the LA / school
- A plan with personalised behaviour goals

Young person transition – AP Program

Inducting incoming young people

School of Outdoors will support incoming young people to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider company culture.

Preparing outgoing young people for transition

To ensure a smooth transition to the next provider, young people have transition sessions with a Team member. In addition, team members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to young people's behaviour issues may be transferred to relevant team members at the start of the term or the program.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the young people
- How SEND and mental health needs can impact behaviour
- Trauma Informed Awareness

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating behaviour

The company will collect data on the following:

- Behavioural incidents, including removal from the activity
- Attendance, permanent exclusions and suspensions
- Use of young person support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the company behaviour culture for team members, young people and other stakeholders (via anonymous surveys)

The data will be analysed every term by a Company Director.

The data will be analysed from a variety of perspectives including:

- At company level
- By age group
- At the level of individual team members
- By time of day/week/term
- By protected characteristic

The company will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of young people are identified by this analysis, the company will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by a Company Director at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Company Directors.

The written statement of behaviour principles will be reviewed and approved by a Company Director annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy

Version Control

Version	Author	Summary of Changes	Date
1.0	Jonathan Hitchinson	Policy created	01/07/2024
2.0	Jonathan Hitchinson	Policy review	01/07/2026

Appendix

Written statement of behaviour principles

School of Outdoors will ensure all team members follow the below behaviour principles when working with young people:

- Every young person understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All young people, Team members and visitors are free from any form of discrimination
- Team members and volunteers set an excellent example to young people at all times
- Rewards, sanctions and reasonable force are used consistently by team members, in line with the behaviour policy
- The behaviour policy is understood by young people and team members
- Exclusions will only be used as a last resort
- Young people are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the company and young people's home life

The Company Directors also emphasis that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved annually.

Letters / Email to parents/carers about young person behaviour – templates

First behaviour letter

Date: ____

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other young persons' property']

This has been promptly followed up [insert brief description of what the company has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken but would be grateful if you could discuss [insert young person's name]'s behaviour with them to ensure a consistent message between company and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Second behaviour letter / email

Date: ____

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert young person name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

Insert details of how to contact the company to arrange the meeting.

Yours sincerely,

Third behaviour letter / email

Date: ____

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert young person's name] would now benefit from a structured approach to help improve their behaviour.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert young person's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the company to arrange the meeting]

Yours sincerely,