



BEHAVIOUR & ANTI-BULLYING POLICY

*‘Every experience we have with a child builds the lens through which they look at life’
- FSE Archimedes*

At BEING Outdoors CIC we strive to create a safe and secure environment to help our learners explore and develop strategies and skills—practically, socially, and emotionally.

Clear expectations on behaviour supported by well set routines are integral to our sessions. Consistent boundaries and routines will be established. An ethos where we are each responsible for the safety and well-being of ourselves and others is nurtured and built on over time. This is integrated with an ongoing responsibility as custodians of the nature space we hold together. Learning opportunities are provided which support the learners’ own interests and are achievable—building confidence and self-esteem. This encourages positive behaviour as the learner becomes self-motivated and can then be challenged with tasks where teamwork, problem solving, and sharing are often required.

We support learners to adopt a ‘can do’ approach to all that our learners do, and support a growth mindset —shifting from ‘I can’t do that’ to ‘I can’t do it yet’ to ‘I will be able to do it if I stick at it’. This leads to learners developing their understanding of positive risk taking and dealing with challenges.

Over time our Directors and BEING Outdoors CIC associates will develop trust with learners, nurturing a sense of community where we treat everyone equally. They will start to understand learning and the emotional triggers and difficulties of learners and then be able to offer coping strategies so they can start to manage their own emotions.

Holistic Behaviour Support

Our Directors, BEING Outdoors CIC associates and volunteers are expected to behave as positive role models offering a broad range of support to meet the behaviour needs of each individual. We adopt a friendly, caring, non-judgemental approach to everyone in the sessions.

Behaviour is communication and always has a meaning behind it. It reflects a need of that child or young person. It is the role of our Directors, BEING Outdoors CIC associates and volunteers to try to understand why that behaviour occurred and what we can do to help support them. Our Directors, BEING Outdoors CIC associates and volunteers will observe - using a CALM stance - to notice early signs (such as changes in communication, body language) and support learners with early positive interventions that are age/development appropriate.

Our Directors, BEING Outdoors CIC associates and volunteers have a responsibility to make it clear to our learners that it is their behaviour that is unacceptable, not the person. Staff will challenge emotional and physical unsafe behaviour in a calm manner to support positive change. Participants may be encouraged to withdraw from their experience / group to a safe space until they are ready to



return and engage safely. If behaviour is a safety concern, parents / carers or teachers will be informed and an agreed strategy implemented to support positive change so the participant is able to continue to access provision in a way that supports their needs.

Bullying will not be tolerated at BEING Outdoors CIC sessions or events. Participants who experience bullying should contact their Leader or Rachel Monteath immediately so it can be addressed. Staff and volunteers who experience bullying should contact Rachel Monteath or visit <https://www.nationalbullyinghelpline.co.uk/employees.html> for immediate advice and support.

Serious incidents of unacceptable behaviour will be recorded on an incident form and fed back to parents / carers and schools. Persistent occurrences of unacceptable behaviour could lead to exclusion from BEING Outdoors CIC.

Restrictive Physical Intervention

A child or young person will only experience restrictive physical intervention (using redirecting movements or safe intervention restraint training techniques*) to prevent injury or harm to the child / young person concerned or another child / young person, damage to woodland property or an offence is committed. This would only be adopted following other verbal de-escalation therapeutic approaches.

All restrictive practices should only be used if they are reasonable, proportionate and necessary for as short period as is possible to ensure the safety of all concerned. A warning will be given that restraint will be used, and minimum physical intervention will be applied that is assessed as appropriate to the situation. The incident will be recorded on an incident form and the parents / carers and school of the child (ren) concerned will be informed at the end of the session.

All our staff have a duty of care to de-escalate and restore where participants are then able to make better choices.

*Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.