



**Outreach and Reintegration Service
Outward Bound Project
Framework**

Mission Statement:

'Encouraging and developing social communication skills and peer relationships through the use of outdoor based learning'.

Rationale

The use of outdoor education to enhance learning and development is nationally recognised. It is an alternative way for students to engage in learning to develop the important skills needed to build emotional intelligence and positively interact with peers and adults.

Programme Overview

The Outward Bound Project is designed to engage children and young people who find the constraints of classroom based learning difficult to manage. The programme targets secondary students who exhibit anti-social behaviours particularly verbal and physical aggression toward peers and adults, often resulting in exclusion from school.

Our project uses open space to provide an opportunity for students to work independently and within a team to develop the skills needed to positively overcome barriers and challenges that would usually result in frustration and confrontation with others.

Programme Delivery

The programme is delivered by our qualified expedition sports leader who has experience in teaching and delivering inclusive programmes to students within mainstream and alternative provision setting. Our staff are first aid trained and insured to drive the Horizons Academy mini bus to escort students to offsite locations.

The project aims to develop a range of skills which can otherwise form barriers to learning resulting in exclusion from school.

These include, but are not limited to;

- Problem Solving;
- Consequential Thinking;
- Active Listening;
- Self- Esteem;
- Self- Confidence;
- Self-Control;
- Respect;
- Leadership;

To ensure the project is inclusive for all students, a range of specific resources are included in our delivery to help explain expectations and support students through the process. Details of a student's SEN status, specific learning difficulties or Education Health Care Plan must be included on the referral form so we are able to plan to differentiate our approach accordingly. Where a student requires additional support, a member of the school team will be required to accompany the student throughout the project.

The programme is run over a 3 day period and is suitable for students in KS3 and KS4. To ensure appropriate ratio of staff to students, a maximum number of 8 students will be allocated to each project.

Programme Structure

Day 1

Introduction and Skill Development

The first day will take place at the home school. Classroom facilities and resources will be used to teach students about the country code and safety of equipment. Students will learn how to respond to emergency situations including what to do and where to go to for help. The safe use of equipment will also be practiced to ensure all students are aware of how to use resources appropriately. Clear expectations regarding behaviour and safeguarding will be outlined in this session and reinforced throughout the project.

A range of interactive activities are used to engage the whole group and to encourage peer participation and collaborative working. Each student is provided with individual workbooks which will be completed throughout the project.

In the afternoon students will relocate to the home school's green space to practice navigation and orienteering skills. These will include learning how to read a compass, putting up the tent and how to use a tangier safely in order to cook lunch. Students will have the opportunity to undertake tasks independently and as a team with staff available to guide and support where required. Staff will observe both individual and group skills and participation and will use this information to inform the morning session on day 2.

Day 2

Teacher Lead Walk and Leadership Practice

Students will begin the day in the classroom reviewing what they have learned from day 1. Time will be allocated to answer questions and to practice any of the tasks experienced the previous day. Staff will include any areas of development observed from the practice session on day 1 to help ensure all necessary skills are addressed and to help build student confidence.

Staff and students will relocate to Lessness Abbey to undertake a teacher lead walk. Students will have the opportunity to lead a portion of the route and staff will introduce activities to enable students to practice using the equipment, read a map and use a compass in a live situation. Students will also have the opportunity to prepare and eat lunch together as a team.

Student's abilities will be assessed throughout the trip with opportunity to practice any undeveloped skills upon return to the home school. Staff will assess each student's ability to work independently and within the team, assess individual progress and plan for support for those who may require more help and guidance before the expedition planned for day 3.

In the afternoon students will use their workbooks to plan the final expedition. They will be encouraged to work together to plan the route, resources, equipment and decide the order in which they will take turns as leaders. Time will be allocated for students to visit a local supermarket to purchase lunch items and to prepare the equipment ready for the following morning.

Day 3

Expedition to Joydens Wood.

Students will meet for registration within their allocated classroom and will be assigned equipment and resources. Once risk assessment checks have been completed, students will be transported to Joydens Wood ready for a full day of orienteering to take place. Students who do not follow expectations regarding behaviour will be returned to the home school.

The focus of the offsite trip will include:

- Team Work;
- Building Relationships;
- Independent Thinking;
- Group Participation;
- Solution Focused Approaches;
- Leadership Skills;
- Resilience;
- Achievement;

Following the 3 day practical excursions, a further 4 classroom based review sessions will be arranged to give students an opportunity to reflect on their experience, what skills they feel they have developed and how they will be able to use these skills in the classroom.

Bronze, Silver and Gold Awards

Upon completion of the project, staff will review and assess each student in accordance with the programme achievement criteria. Students will receive a certificate matching their achievements which will be presented to them at the home school assembly. Students who achieve the Gold standard award will be offered funding to enable them to undertake the Duke of Edinburgh Bronze Award.

Behaviour and Safeguarding

It is expected that all students adhere by the expectations of behaviour made clear by the Outward Bound Leader and staff accompanying the offsite trip. Low level behaviour will be addressed by staff that will remind students of the expectation and allow students to re-engage with the objective of the project. Where students fail to re-engage or in cases whereby behaviour is deemed to be high level or places the student or others at risk, the student will be returned to the home school and parents informed.

The safety of students and staff is paramount and any behaviour which is considered to be in breach of safeguarding expectations or procedures will be immediately addressed. This will involve students being immediately returned to the home school. Where students leave the site without permission, parents and the home school will be immediately contacted.

The online system EVOLVE will be used to plan and coordinate each offsite project in line with local and national guidance. Our project manager is a registered EVOLVE administrator who is responsible for training practitioners in its use across New Horizons Federation. This will ensure all Outward Bound Projects are approved and meet expectations as set by the home school and local authority.

Individual student risk assessments are completed as part of the student selection process. All students selected are advised of behavioural and safeguarding expectations and sanctions that will be imposed in the event incidents of poor behaviour or risk taking behaviour occurs. It is expected that all students conduct themselves safely at all times including the use of equipment. This includes interaction with staff and members of the public who they may encounter during the expedition. Respect for the environment, habitat and animals is expected and will incur the same sanctions in the event behaviour does not reach the standard expected.

For full safeguarding processes and procedures, please refer to the Horizons Academy/ Home School Safeguarding Policy.

Success Criteria

Through the use of the Outward Bound Project we hope to encourage and further develop the emotional intelligence of the students participating in the programme.

We believe this programme will enable all participants the opportunity to experience the responsibility of leading a group of peers and overcoming challenges positively using solution focussed approaches. The strategies developed during the programme will then be used within the classroom setting to help students overcome similar difficulties, ultimately improving their ability to positively accept instruction whilst maintaining peer and adult relationships.

Success criteria will include but will not be limited to the following data;

- Reduction in the number of incidents for anti-social behaviour;
- Reduction in the number of detentions;
- Reduction in the number of fixed term exclusions;
- Increase in the number of positive comments recorded by staff;
- Increase in active participation within the school community;
- Increase in the number of positive achievements recorded;
- Permanent exclusion is avoided.

Student progress will be monitored through termly Horizons Academy/ Home school progress reviews. Where behavioural concerns remain, consideration will be made in regards to Outreach Service behaviour support or targeted workshops.

Parental Consent

It is important that parental consent is gained in order to take students offsite. Parents must agree permission and also confirm their participation in enforcing the expectations of behaviour and safeguarding and respond to any requests to collect students in the event behaviour or safeguarding expectations are breached. Students will not be able to participate in the programme if parental consent has not been received.

Referral Process

An Outward Bound referral form and risk assessment must be full completed. Please refer to the Horizons Academy Bexley website to download the referral forms or contact Sam Hoare, Outward Bound Project Manager directly.

Further Information

For further information regarding the Outward Bound Project, please contact members of the Outreach and Reintegration Service;

Sam Hoare
Outward Bound Project Manager
Sam.hoare@horizonsbexley.org.uk
0208 312 2746 ext. 206

Emma Stubbington
Head of Outreach and Reintegration Services
Emma.stubbington@horizonsbexley.org.uk
0208 312 2746 ext.205