

Behaviour Policy



Rationale:

“Respect others, respect yourself, respect the woods.”

At Forest School we encourage positive behaviour by:

- Creating ‘ground rules’ with the children’s input
- Phrase positively e.g. ‘put tools in bag after use’ (not ‘don’t leave tools on the ground’)
- Modelling positive behaviour – eg kindness, listening, enthusiasm
- Re-enforcing positive behaviour with specific praise eg ‘it was kind of you to help him’
- Being consistent and fair with limits/expectations
- Focusing on activities that require sharing, negotiation and co-operation
- Setting ‘small, achievable tasks’ to keep children motivated
- Considering different learning styles when planning sessions
- Remaining approachable so children feel comfortable to share concerns

We manage negative behaviour by:

- Making it clear that it is the behaviour that is unwelcome, never the child
- Considering whether the child has an unmet need that we can easily remedy e.g. is hungry, cold, or needs to go to the toilet
- Reminding the child of our agreed ground rules and any imminent sanction e.g. ‘if you do X again, Y will happen’
- If a negative behaviour is continued after these initial measures, removing the child from activities and a member of staff staying with the child for a ‘time in’ – silent or discussing the behaviour (dependent on whether the child needs time to calm down).
- Reflecting together on what happened, and working together to develop different coping strategies for next time.
- *Recurring problems will be addressed in partnership with the child’s parents. If a child persistently behaves in a dangerous manner and is at risk or harming themselves or another child, alternative provision will have to be found for them during forest school sessions.*

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