

St Matthew's C.E. Primary School



Policy for

Behaviour in Forest School

*'That the man of God may be competent, equipped
for every good work.'*

Timothy 3:17

Review date September 2023

Purpose of the Policy

Forest School promotes a high standard of behaviour and an atmosphere where all members of the Forest School are valued as individuals. The Forest School believes in the development of self-esteem, respect for others and self-discipline. The purpose of this policy is to summarise how behaviour is dealt with throughout Forest School sessions. We are basing this policy on the six key behaviour for learning strands.

1. Boundaries
2. Resilience
3. Focus
4. Respect
5. Self-regulation
6. Independence

Aims of the policy

- All children develop a sense of self-worth and respect and tolerance for others
- Create an environment in which children feel safe, secure and respected
- Enable all our stakeholders to share common expectations of each other

Objectives For pupils to show:

- Self confidence
- A passion for learning
- Self-control
- Respect and tolerance
- Pride in their achievements

For pupils to develop:

- Responsibility for lifelong learning and the world they live in
- Independent and ready for each new stage in their learning
- High self-esteem
- A sense of fairness
- Understanding for the need for rules
- A respect and tolerance for others' way of life and different opinions
- The ability to accept fair criticism
- Non-racist and non-sexist attitudes
- Perseverance

Implementation

Staff will:

- Treat all pupils equally and with respect
- Always do everything possible to make it easy for pupils to make the right choice
- Have a responsibility to model the type of behaviour felt to be acceptable
- Be alert to signs of bullying and racial harassment
- Deal firmly with such problems in line with Forest School policies
- Deal sensitively with pupils in distress, listening to them and dealing with any incident appropriately
- Reflect on how situations arose and were dealt with.

Pupils:

- Should treat each other as they would like to be treated
- Should accept responsibility for their own actions and choices
- Will have their achievements recognized
- Will be praised for their achievements

Rewarding good behaviour for learning

Pupils will:

- Receive praise from staff
- Forest School certificates awarded for great achievements

Unacceptable behaviour

This includes:

- Non-compliance to a reasonable instruction
- Inappropriate language and swearing
- Making unkind remarks
- Damaging property/ using equipment dangerously
- Biting, spitting, hitting, kicking
- Answering back
- Lying
- Rudeness or aggression to adults
- Stealing
- Racist/ sexist comments
- Leaving the site
- Bullying
- Disturbing the learning of others

Consequences

- Remind the children of Forest School expectations
- Give clear and concise instructions and consequences
- Provide opportunity for the child to have space on the bench by first aid
- Forest School staff to inform parents as appropriate
- If behaviour is compromising their own or others safety, parents will be contacted and they will be asked to leave the session.

Racist remarks/abuse

This behaviour will not be tolerated; all incidences will be recorded and reported to parents at the end of a session.

Role of Parents

Parents have a vital role in promoting good behaviour in sessions and so liason between children, staff and parents is encouraged.

We expect Parents to:

- Keep us informed of behaviour difficulties children may be experiencing at home

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- Inform us of any issue which may affect their child's performance or behaviour at forest school e.g. problems with medication, a death in the family, changes of family circumstances
- Inform us about their child's ill health

To support parents the school will endeavour to achieve good home/school liaison by:

- Promoting a welcoming environment within the forest school

Care of forest school site and equipment

Everyone in the forest school is responsible for the care of the site and equipment. Pupils and staff are encouraged to feel a sense of ownership for the forest school and its environment.