



Behaviour for Learning Policy

Review Date: January 2020

We are committed to reviewing our policy and good practice annually.

Willow Banks Forest School aims to keep all children safe.

At Forest School we believe that all members of a group excel when they know how they are expected to behave and when they are free to develop their play and learning without fear of being hurt or unfairly restricted by anyone else.

We are committed to establishing a learning environment in which group members develop self discipline and self-esteem as they take increasing responsibility for themselves and their actions, and as they consider the well-being of others.

We actively promote positive behaviour, where children treat each other with care and respect.

Forest School encourages positive behaviour by focusing on activities that require sharing, negotiation and co-operation. We encourage responsibility in caring for others and for the environment. We increase children's self-esteem by enabling them to be successful.

Forest School requires all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care, good manners and courtesy.

We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development — for example distraction, praise and reward.

At Forest School we praise and reward good behaviour such as kindness and willingness to share.

We take positive steps to avoid situations in which children receive adult attention only in return for undesirable behaviour.

When children behave in unacceptable ways, we help them to see what is wrong and how to cope more appropriately, bearing in mind their ages and stages of development — for example by distraction or discussion. Children who misbehave are given, where possible,

one-to-one adult support in understanding what is wrong and in working towards a better pattern. Where appropriate this might be achieved by a period of "time out" with an adult. We do not use techniques intended to single out and humiliate individual children. We do not shout or raise our voices in a threatening way to respond to children's behaviour. It will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.

Recurring problems are tackled in partnership with the child's parents and the child's educational establishment using objective observation records to establish an understanding of the cause.

Adults will be aware that some kinds of behaviour may arise from a child's special needs.