**BEHAVIOUR POLICY**

**09/25**

**Behaviour Policy**

***‘Behaviour is the way we act and respond to people and to situations we find ourselves in’. ‘Behaviour is a language’.***

**Aims and Expectations**

It is a primary aim is that every member of the community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. This behaviour policy is therefore designed to support the way in which all of our members can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure and enable to learn.

The Wilderness Grove recognises and shows appreciation for appropriate behaviours that benefit the individual or community, as it believes that this will develop an ethos of kindness and co-operation.

We have a number of different agreements, procedures and practices, but the primary aim of this behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the individual in the community in aiming to allow everyone to work together in an effective and considerate way.

The Wilderness Grove expects every member of its community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible, and increasingly independent members of the community. Staff receive regular training to ensure that this approach is consistent.

When deemed necessary an incident/behaviour log is retained by the Forest School Facilitator to inform practice and build a picture in order to support a young person.

The Wilderness Grove Forest School aims to provide attendees with an enriching and enjoyable experience.  All facilitators take a positive non-judgmental approach to behaviour issues and aim to enable children to make the best choices for their own wellbeing.  Children are active in determining what behaviour is acceptable at Forest School; a process we refer to as our ‘Agreements’.  These are regularly discussed as a whole group and recorded by the children on the Values Boards. Children who join The Wilderness Grove Forest School as new attendees will be familiarized with these Agreements below:

Those attending The Wilderness Grove Forest School agree to...

* Show kindness, care, and respect for others, including other children, Forest School facilitators and any visitors.  We also show kindness, care, and respect to ourselves.
* Kindness, care, and respect to the community as a whole.
* Kindness, care, and respect to the natural environment we gather in.
* Care and respect for each other’s property or belongings and property or facilities shared by the whole group.

They are also welcome to add their own values to our Values Board and we will discuss these as a group.

By agreeing to the above we hope that each person attending is enabled to express their individuality. Thereby they can

* Experience learning and facilitating in an enjoyable and positive way.
* Enable all attendees to feel safe, valued, and respected.
* Recognize the importance of caring for a natural environment.
* Enable all to feel a sense of personal achievement and explore new experiences with confidence.

***“The relational approach provides an emotionally safe way to support behaviour and development rather than a system to manage it. It views behaviour as telling us something about the needs and regulatory systems of an individual rather than viewing behaviour as a choice and intention”*** Relate to Educate, Educational Psychology Services.

**Minor Misconduct**

These are issues that may occur when our Agreements are not adhered to but are not deemed Gross Misconduct.  They may include but are not limited to:

* Failing to follow a facilitator’s instructions.
* Breaching Agreements related to Health and Safety, putting the self or others at risk.
* Low level bullying.
* Inappropriate language or jokes that reference criminal behaviour or explicit sexual practices.

Minor Misconduct and disputes between children are occurrences that TWiG Facilitators work positively to resolve, using a problem-solving approach.  We aim to explore what happened and why it was problematic without using blaming or judgmental language.  We listen carefully, acknowledging feelings and emotions, aiming to de-escalate a situation when emotions are high.  We always explain why certain behaviours present challenges rather than merely asserting authority.

**Gross Misconduct**

Examples of Gross Misconduct include but are not limited to...

* Physical or verbal assault on another child or adult.
* Theft
* Drugs/alcohol abuse.
* Inappropriate sexual behaviour.
* Arson
* Criminal damage.

De-escalation techniques will be used but staff are not currently trained in safe handling and therefore may call emergency services to the site if deemed necessary. Any incident that involves criminal behaviour will be reported to the police and breaches of our safeguarding policy will be reported to relevant authorities.

**Managing Emotions**

Children who feel they want time alone to manage their emotions will be offered a quiet spot in the woodlands and monitored by an adult from a distance.  During this time children will be reminded to stay within the designated boundaries but assured they will not be disturbed unless absolutely necessary.

**Volunteers**

Long term volunteers will be required to read the Behaviour Policy and be familiar with it.  If they are unsure about how to respond to a situation, they should report it immediately to a trained facilitator.  Occasional volunteers or visitors should always report immediately to a trained facilitator.

**The Role of the Staff**

It is the responsibility of the staff to ensure that any rules are applied consistently.

The staff have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The staff treat each child fairly, with respect and understanding.

The staff liaise with external agencies, as necessary, to support and guide the progress of each child.

The staff report to parent/carers about the behaviour and welfare of each child.

**The Role of the FSL Manager**

It is the responsibility of the Manager, to implement the behaviour policy consistently and to report, when requested, on the effectiveness of the policy. It is also the responsibility of the Manager to ensure the health, safety, and welfare of all children.

The Manager supports the staff by implementing and modelling the policy; by setting the standards of behaviour and by supporting staff in the application of the policy.

The Manager delegates the record keeping of all reported serious incidents of misbehaviour.

The Manager has the responsibility for asking children to no longer attend the setting for serious acts of unacceptable behaviour.

***“Relationships matter: the currency for systemic change is trust and trust comes through forming healthy, working relationships. People, not programs, change people.”***

**The Role of Parent/carers**

The Wilderness Grove works with parent/carers, so children receive consistent messages about appropriate behaviour at Forest School.

The “Agreements” are explained where applicable and we expect parent/carers to know and support these.

We expect parent/carers to support their child’s learning, and to co-operate with the Forest school, as set out in the Forest School Handbook.

If parent/carers have any concerns about the way that their child has been treated, they should initially contact the Forest School Facilitator.

It is our responsibility to ensure all children, young people and adults visiting The Wilderness Grove feel safe, respected, and valued.

Agreements and expectations will be made clear at the beginning of the first Forest School session and main points recapped thereafter. As a preventative measure and as a core value of Forest School, all adults shall be made aware of any specific social and emotional needs of the children in the group. Parent helpers should refer any challenging behaviour to the Forest School Leader.

If a child’s behaviour puts themselves or others at risk, we will ask them to stop, if the behaviour does not stop, we will intervene by offering support by an appropriate trusted adult. If the behaviour continues, we may have to end our Forest School session. We expect the children to follow the Forest School Agreements and behave accordingly. We expect children to respect the plants and animals and help us look after the wildlife and our special site.

A sense of community is very important to us at The Wilderness Grove.

We take an approach of restorative justice when there is discord or conflict. Restorative conversations will be had with all parties (when appropriate) involved in conflict to establish common ground, understanding and resolution.

We encourage parent/carers to have conversations with children when an incident occurs.

**Restorative Questions**

**To respond to challenging behaviour....**

* What happened?
* What were you thinking at the time?
* What have you thought about since?
* Who has been affected?
* In what way?
* What do you think you can change?

**To help those harmed by others actions....**

* What did you think when you realised what had happened?
* What impact has this incident had on you and others?
* What has been the hardest thing for you?
* What do you think needs to happen to make things right?

Restorative Practices:

* Address and discuss the needs of the community
* Build healthy relationships
* Reduce, prevent, and improve harmful behaviour.
* Repair harm and restore positive relationships
* Resolves conflict, hold individuals and groups accountable.

**Recording Behaviours**

Should a situation arise, or incident occur that Forest School facilitators feels require reflection and monitoring to build a “bigger picture”, a behaviour log will be recorded. These behaviour logs inform individual risk assessments and support Forest School facilitators to take appropriate measures to put in place supportive strategies.

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| **Behaviour Log** |
| **Name of Learner** |  |

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| --- | --- | --- | --- | --- | --- |
| Date | Description of Behaviour | Impact of Behaviour | Actions required | Parties to be informed | Change to RA |
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**FAMLY**

Behaviours observed are reflected on and recorded on FAMLY by Forest School Facilitators. A record of observations are shared on a child’s JOURNEY. These may include photographs, videos, and text.

A child’s JOURNEY shows patterns in play, interaction and can highlight needs and interest that inform our planning and practice.