



## Promoting Positive Behaviour

At the Nurture Circle we recognise all behaviours as a form of communication and encourage children to foster positive, caring and respectful behaviours and relationships with others and their environment. The Forest school ethos naturally 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 and facilitating them in leading their own play and allowing them to take justified risks learning about their own capabilities and limits.

At The Nurture Circle we believe that children flourish best when they know how they and others are expected to behave for the benefit of their own safety and the safety of their peers. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. We have set ground rules for each site to make sure we are using the space respectfully and have open discussions with the children about the boundaries and why they are needed helping them to understand why they are in place and the consequences or risks of not following them for their own safety, the safety of others or for the site.

We truly believe in the potential for children to flourish and have a strong sense of identity and wellbeing in an outdoor environment where we foster trust in their own capabilities as a key foundation for learning allowing children the freedom to explore, develop their own ideas, assess their own risks and follow their own play agendas. As such restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum and an environment of mutual trust and respect builds the foundations for our interactions with the children in our sessions.

We promote positive behaviour by aspiring to the below qualities in the hope that it creates a fair, happy and fun environment for all our children and families to thrive and explore in;

**F**reedom to focus on our experiences in our outdoor learning space

**O**pportunity to explore and discover ourselves through nature and all it can offer

**R**espect for our environment, all living creatures in it and each other's needs, interests & voices

**E**njoyment for all creating a sense of belonging, inclusion and emotional wellbeing

**S**ecurity in a safe environment where we can trust each other's choices and make calculated risks and problem solve together

**T**eamwork & Co-operation - working together to ensure everyone can feel happy and safe – no one is ever left behind

Through following these qualities we encourage all Forest School staff to accept their responsibility for implementing the goals in this policy and to be consistent in the following;

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property and involve children in setting their own forest boundaries and rules providing opportunities for active risk assessment and reflection on their experiences
- Allow children the space and time to follow their own interests and discover and imagine new skills and activities with the choice to participate in a wide range of activities individually, in pairs or in groups developing their social skills at a pace and level they feel happy to engage in
- Ensure that all staff act as positive role models for children and encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- Work in partnership with parents by communicating openly about our positive behaviour policy and supporting parents to follow our 'playing the forest school way' ethos
- Praise children using meaningful context and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them, and offering them the opportunity to reflect on the value of their own experiences
- Promote non-violence and encourage children to deal with conflict peacefully using simple steps to teach conflict resolution and help children decide on an outcome between them at an age appropriate level, or where age appropriate allowing them the space to try and negotiate for themselves within a safe environment
- Supporting and developing self-regulation and empathy as appropriate to stage of development helping children to build and develop an emotional vocabulary and understanding of what emotions mean in relation to themselves and others
- Offering each child their own 'safe space' within the woodland that they have selected for reflection, time away from others and a space to reconnect in nature as needed

**If a child does display unwanted behaviours we would;**

- Reflect on our own provision and whether we are adequately meeting the needs of the child
- Consider the individual needs of the child with reference to Maslow's hierarchy of needs
- Approach calmly and at the child's level

- Acknowledge their feelings whilst making it clear the behaviour is not acceptable
- Offer alternative strategies for problem solving and discuss behaviours with them
- Offer the child space and time if needed
- Distract or re-engage a child in another direction where appropriate
- support children in developing empathy and children will only be asked to consider apologising if they have developed strong empathy skills and show a desire to do so

We require all staff, volunteers and students to use positive strategies for handling 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.

During our Nature Club sessions we praise and reward good behaviour such as kindness and willingness to co-operate with others. We take positive steps to avoid situations in which children receive adult attention only in return for undesirable behaviour. When children behave in undesirable ways we help them to see what is wrong and how to cope more appropriately, bearing in mind their age and stage – for example by distraction or discussion

The named person, who has overall responsibility for promoting positive behaviour is Geri Weeks, and as such she will;

- Advise and support other staff on behaviour issues
- Train and advise each staff member to keep up to date with legislation and research relating to behaviour and support them in delivering and upholding it
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management.
- Keep a record of staff attendance at this training.
- Work alongside staff, parents, and other professionals to support any ongoing or long-term behaviour concerns to ensure the best possible outcomes for the child

### **Anti-bullying**

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

If anybody had any concerns regarding bullying or discriminatory behaviours they would be encouraged to come forward and speak with any of our team as soon as possible so the concerns can be dealt with in an appropriate and timely manner.

<b>This policy was adopted on</b>	<b>Signed on behalf of the company</b>	<b>Date for review</b>
<i>07/06/2021</i>	<i>Geri Weeks</i>	<i>07/06/2022 or before</i>

