

We work to ensure a well-educated, healthy, happy future for all by:

- * Emphasising the importance of being valued as an individual within the group
- * Providing a caring and effective learning environment
- * Encouraging relationships based on kindness, respect and an understanding of the needs of others
- * Ensuring fair treatment for all regardless of age, gender, race, ability and disability
- * Committing to raising standards
- * Setting challenging targets
- * Supporting children in their efforts to fulfil their potential
- * We aim to foster concern and respect for each other

We help pupils to gain in self-confidence, self-esteem and motivation in order to prepare themselves to participate fully in the next stages of their education and adult life

The Role of a Forest School Leader

The Forest School Leader will:

- * Provide an opportunity for individuals to develop, to learn and to enjoy themselves.
- * Create a positive environment which encourages and reinforces caring, nurturing and acceptable behaviour towards one another, the environment and equipment.
- * Establish clearly defined standards of behaviour.
- * Make sure all adults are working in line with the behaviour policy, ensuring effective behaviour management strategies are being used consistently.
- * Promote effective relationships in which all are accepted, valued and treated equally.
- * Be a positive role model for all children and adults.
- * Ensure all adults maintain safety requirements at all times.
- * Place the needs of the children first, providing them with experiences which allow them to explore and develop through different learning styles.
- * Put the children's social and behavioural needs at the centre of the Forest school curriculum, to maximise individual success and raise confidence and self-esteem.

The role of the children

The children, to the best of their ability, with or without support will:

- * Listen carefully and respond to instructions and requests.
- * Follow safety rules and procedures.
- * Develop and maintain an acceptable attitude towards one another, the environment and all equipment.
- * Develop self-discipline and self-control
- * Be on-task with their learning
- * Develop self-confidence
- * Learn to be co-operative and considerate
- * Develop the ability to resolve conflict in a rational way

Behaviour Management

Behaviour management and teaching methods have an important influence on children's behaviour. The classroom Forest School environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, access to resources and opportunities to take ownership of own learning all have a bearing on the way children behave. Opportunities should be organised to allow children develop independence and personal initiative. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Forest School Leaders and all other adults should encourage enthusiasm and active participation for all. Forest school sessions should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour in the Forest School woodland.

- * With one Forest School Leader, groups of no more than 15 children to be taken to the woodland.
- * Each group of 15 children should be accompanied with a ratio of 1:3, not including the Forest School Leader.
- * All adults to follow the steps of level of intervention correctly and consistently within every Forest School session.
- * Make sure Forest School expectations are clear and behaviour management strategies are used consistently by adults, with continuity to the Katherine Semar school behaviour policy.
- * Be positively stated, guiding the children and supporting them with what to do rather than what not to do. It is important not to say 'no' to children during Forest Schools.
- * Actively encourage everyone involved to take part in their development.
- * Have a clear rationale, made explicit to all.
- * Be consistently applied and enforced.
- * Promote the idea that every member of the Forest School has responsibilities and support each other to achieve them.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups.

It is earned by the maintenance of good standards as well as achievements.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:

- * It must be clear why the sanction is being applied
- * It must be made clear what changes in behaviour are required to avoid future punishment
- * Group punishment should be avoided as they breed resentment
- * There should be a clear distinction between minor and major offences * It should be the behaviour rather than the person that is punished

Forest School uses a staged approach to sanctions. This is in line with the schools behaviour policy; approaches to sanctions.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Levels of intervention

In the Infant school the following systems apply:

Traffic lights

Forest Schools will implement the traffic light system within the woodland, as it is used within the school setting. There will not be a visual traffic light.

Children begin each session on a green light. If they are breaking a Forest School rule, they are given a verbal warning. If they continue to break this rule or another rule they will be verbally told they are on the amber traffic light. This will result in 'thinking time.' If they continue to break this rule or another rule they are put on a red traffic light and may be removed from taking part in the Forest School session. If it is a serious issue the child will be brought back to school and will be sent to the Headteacher or Deputy Headteacher. They will give the child an interview and enter them in red behaviour folder. This discusses how they will change their behaviour.