**Guidance for All Adults Present on Site**

These are important excerpts from some of our Coed Cariad Policies and Procedures to guide you through the day here at Coed Cariad.

COVID 19 Highlights.

Parents on site will be expected to wash/sanitise their hands on arrival and at various points throughout the day, acting as a role model for the children.

Parents will be asked to join in the cleaning routine of the setting at various points throughout the day, including cleaning the toilet after each and every visit to the toilet, using the cleaning equipment provided.

Parents will be asked to be responsible for maintaining their social distancing, particularly adult to adult.

Behaviour expectations for leaders, assistants and visitors

* Be a positive role model for participants, particularly with regards to respecting each person and the environment
* Encourage and reinforce caring and nurturing behaviour
* Be vigilant with regards to common sense safety
* Facilitate from an egalitarian and liberal approach, avoiding unnecessary rigidness or petty rules
* Avoid coercive or manipulative behaviour management, or that based on personal negative messages, as we feel these damage morale, motivation and self-esteem and are counterproductive to the ethos and objectives of Coed Cariad.

De-escalation

If a situation arises in which participants are behaving in a way that threatens the safety of the group, the Lead Facilitator and other adults present will ensure where appropriate that the following guidance is practiced:

* Recount the facts of the incident as observed, in simple language and without judgement, and if possible mutually agree on these.
* Remind the participants involved of any guidelines they have not followed.
* Listen to the involved party or parties, if necessary gently separate them from the group for this.
* Ask about how they feel about the incident, empathise with them to help them to express themselves and take responsibility for their feelings.
* Ask them to imagine how they think their behaviour has affected everyone else.
* Talk with them to establish what their needs in the situation were and to understand how they were not being met. Discuss what their needs might be now and encourage them to consider the needs of everyone else present.
* Help them to express any requests they might have clearly and in positive language. These can be requests of themselves, others, situations or of the environment.
* Encourage discussion of new strategies, so that if a similar situation arises the child(s) feel able to communicate their needs without resorting to negative behaviours.

We believe that self-directed learning is the most child-centred and appropriate pedagogical approach to providing a holistic curriculum because every child is unique and individually motivated by their own passions and interests. It is well documented in educational research and in the reflective practice of those who facilitate in self-directed learning contexts, that the vast majority of children learn to read, write and become numerate in their own time when they realise a need to have those skills and therefore become self-motivated.

It is therefore our policy that our facilitators spend a significant proportion of their contact time not instructing children, but observing and reflecting on the children’s learning needs.

Our facilitators will then be best situated to support individual children to:

* reflect on their current motivations and interests
* articulate their learning goals in relation to their current motivations and interests
* set personal learning goals and plan how to they can achieve their goals, including identifying and sourcing any support or resources they might need.
* review the learning process, highlighting strengths and how challenges were overcome

We ask that when on site other adults try to follow these guidelines in order that play process is not adulterated for any unnecessary reasons. It is important that we as adults fade into the background allowing the children to play freely and direct their own play and learning, only involving ourselves when invited in, or if truly necessary.

Guidelines as to how the day might look

It is important that this is seen only as guidance, the children will ultimately have the final say I how the days look and that may be different from day to day, as they develop interests in activities/workshops etc that are on offer to them.

Each day will have a number of routines at the start, middle and end of the day to allow a familiar structure and culture to permeate the children’s experience and also allow for housekeeping and health and safety. This established rhythm of the day will foster a sense of place and security amongst the children and adults.

**Setting Up:**

* Carry out a session risk assessment of site and advise/act accordingly
* Collect necessary equipment and restock first aid where necessary

**Starting the day:**

* Meet and register group/Introductions of any new faces
* Make the group aware of new hazards or medical considerations
* Check that they are all wearing suitable clothing and footwear
* Take the group to the location
* Form an opening circle/Journaling/scrapbooking time/discuss plans for the day
* Describe or walk the boundaries for the day if required (e.g. some of the older children may like to enter the woods alone or we may all decide to go as a group)
* Engage children in the development of guidelines and plans for the day

Sessions where the Lead Facilitator takes on more of teaching role (where required/requested by children in their learning plans may be comprised of 4 stages (Flow Learning):

1. Awaken enthusiasm
2. Focus attention
3. Offer Direct Experience
4. Share Inspiration.

Other considerations throughout the day are:

* Visually check all equipment before use
* Check on pastoral needs of group
* Conduct a head count, as needed
* Ensure appropriate personal protective clothing is worn

**Ending the day:**

* Extinguish any fires properly
* Count any tools used into their bag
* Remove structures, where required
* Check for litter, clean environment.
* Collect, clean and store the equipment
* Form a closing circle/journaling time/scrapbooking time/discuss the next day plans
* Conduct some type of evaluation with the group (questions, talking stick or drawing)
* Walk the group to the welcome shelter
* Bid farewell to the group

 After the day ends with the children staff will:

* Thoroughly check equipment
* Check areas are left clean and tidy.
* Complete the appropriate evaluation forms/records for the children etc

Every week, and also whenever the community feels it necessary, there will be a democratic community meeting. Children and adults have an equal voice in these meetings. The meeting should be the place where any decision which affects the community and / or the day to day running of the project, be discussed.