

## Behaviour Policies and Codes of Conduct.



### **Our Code of Conduct**

In the course of the first sessions, an agreement will be sought between the staff and all participants for the conduct of the group. For example, Kind Hands, Kind Feet, Kind Words... This could also include items such as respecting oneself, each other and the environment and listening carefully to instructions when they are given. The group will be encouraged to contribute items to the agreement before it is 'sealed'. Ground rules are firmer non-negotiable rules, such as 'no violence' and will be explained along with the consequences of breaking them.

So far the children and Core group have settled on the rules being:

- Kind hands
- Kind feet
- Kind words
- No biting, scratching, or hair pulling
- No purposeful destruction of property
- Look after your own things
- No rough play indoors
- If you get something out you put it away
- Sticks no longer than the child's arm or the standard measure

### Entering the Forest

We will enter the Forest respectfully and know that when at Forest School and Outdoor Learning specific expectations are in place. We will explore, investigate, learn and play in a manner that will not damage our Forest environment. We understand that we share our Forest School and Outdoor Learning with plants and animals and that when we are in our Forest School and Outdoor Learning we are sharing the environment with them.

### Boundaries

Before each session begins children are made aware of how far that they can explore and of any fixed boundary markers for example Karen the gate or the path past the composting toilet at the end of the site. If children move to explore hidden areas an adult should also move into the cover deep enough to be able to see the children, but allowing the children the freedom to explore independently.

If you lose sight of a child shout '1,2,3, where are you?' The children will have been taught to respond '1,2,3, we're here' through classroom games that are practised regularly. Or the call and respond cuckoo game, which again will have been practised with particularly the younger children.

### Lighting a fire

When lighting a fire the Lead Facilitator will take control of the operation and all accompanying adults will be briefed before we start. A lit fire will not be left unattended at any point. A fire may not be lit until it has been confirmed to all that our fire safety equipment is in place. Open fires will be built within a fire square or fire bowl.

### **Behaviour Policy**

Everyone has a responsibility to protect their own and other group members' health, safety and well-being. They should inform Lead Facilitator or other staff if anybody's actions are likely to jeopardise the safety or comfort of others. We have a zero tolerance policy for violence and should a behaviour break our policy and code of conduct, parents will be telephoned immediately and asked to collect their child. Further discussions will then happen around the child rejoining the group.

At Coed Cariad we aim to promote:

- Self-esteem
- Self-awareness of personal abilities and limitations
- Respect and care for oneself, other people and the natural environment
- Co-operation and non-violent communication

### Physical Intervention

In accordance with the law, and our values, we do not use, or threaten to use, corporal punishment and takes all reasonable steps to ensure that corporal punishment is not administered by any person who is in contact with them.

However, where necessary, physical intervention may be used in order to avert immediate danger to any person (including the child). Any occasion where physical intervention is used will be recorded in an Incident Report and parents/carers will be informed on the same day as the incident.

### 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 rigidity 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.

## Encouraging Positive Behaviour

We want to allow the greatest potential for each child's Coed Cariad experience to be transformational and therefore wish to welcome each child from an open and unbiased viewpoint with regards to their behaviour and abilities.

Whilst recognising that it is useful to have previous information about participants' needs, we believe that no child is inherently 'naughty' and hope that the greater freedoms offered by the Coed Cariad environment will allow for a more flexible interpretation of positive engagement.

We will work with each group to develop a clear set of boundaries and guidelines. Each child will have the opportunity to voice their own feelings. Talking about how they wish to be treated and listening to the feelings of others is important as it will allow the group to work together, understand one another and ultimately become more supportive and cooperative. It will also contribute to making Coed Cariad a safe and enjoyable space.

## De-escalation

If a situation arises in which participants are behaving in a way that threatens the safety of the group, the Lead Facilitator 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.

## Recording & Reporting

In all cases the Lead Facilitator will complete an incident report form, and where necessary inform parents/carers. Where relevant, any significant issues or incidents will be discussed with parents or carers in a private conversation, when the child is not present.

The strength and range of children's feelings is acknowledged and constructive solutions for managing these with the children will be sought. Responsibility will be encouraged through discussion with children about choices and possible consequences.

Staff aim to be firm and consistent so that all children know and feel secure within the set boundaries.

Children who constantly seek attention or are disruptive, will be responded to in a positive manner, supported and encouraged. Staff will demonstrate disapproval of the behaviours, NOT of the child themselves.

Behaviour contracts will be drawn up where necessary, between the children, parents and staff and these will be reviewed on a regular basis.

If concerns are held about a child's behaviour, which cannot be resolved in partnership with parents, permission will be sought from the parents to talk it through with another childcare professional, PACEY, the NSPCC, health visitor or the local early years team (or other relevant advice service) for confidential advice.

### Anti-Bullying Policy

#### **Any form of Bullying will not be permitted.**



Being bullied can result in the victim having depression, low self-esteem, shyness, poor academic achievement, isolation and in extreme cases threatened or attempted suicide.

Bullying can be:

- Physical: pushing, kicking, hitting, biting etc
- Verbal: Name-calling, sarcasm, rumour spreading and teasing
- Emotional: Excluding, ridicule, humiliation, tormenting
- Racist: taunts, graffiti and gestures

If a bully is left unchallenged then they will learn they can get away with violence and aggression. A bully has a higher chance of acquiring a criminal record and not being able to have good relationships when they become an adult. If there are concerns that a child is being bullied or is bullying, the matter will be discussed with parents immediately.

If your child is being bullied:

- They will be reassured that the bullying is not their fault
- They will be told that they are cared about and that leaders are 100% on their side.
- They will be supported and helped to feel valued by giving them lots of praise, encouragement and responsibilities

- They will be supported to develop techniques to deal with the bully-assertiveness, walking away etc.

If your child is the bully:

- They will be reassured that they are cared for, but that their behaviour is unacceptable and that we can support them to change this.
- They will be supported to find ways to make amends for their actions
- Reward structure will be developed for good behaviour
- All issues will be discussed with parents to ensure that all triggers and possible are considered.

If you have any concerns regarding your child please discuss them with us as soon as possible. It is much better to deal with these problems before they become major issues.