



Forest School Behaviour and Anti-Bullying Policy

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Responsible:	C Webster	
Reviewed by/ Subject Lead:	E Coulson	
Nominated Governor/ Committee:	CT&L committee	
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Should it be on the Website?	Yes / No	
Is there personal information in the document?*	Yes/ No	
Related Documents:	Behaviour Policy SEND Policy EYFS Policy	

Everyone, including Forest School staff, volunteers and participants, have a responsibility to protect their own and other group members' health, safety and well-being. They should inform a member of staff if anybody's actions are likely to jeopardise the safety or comfort of others.

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

Forest School Agreement and Ground Rules will be established in the course of the first session, alongside the school rules. An agreement will be sought between the

staff and all participants for the conduct of the group. This will include items such as respecting oneself, each other and the environment and listening carefully to instructions when they are given. Forest School rules, such as 'no violence' and will be explained along with the consequences of breaking them.

Physical Intervention In accordance with the law, and our values, Bamford Forest School does 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 the school's Incident Report and the head teacher 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 learning, whilst making sure that the children stay safe

Encouraging Positive Behaviour

We want to allow the greatest potential for each participant's forest school experience to be enjoyable and therefore wish to welcome each participant from an open and unbiased viewpoint with regards to their behaviour and abilities. Our aim is for our forest school environment to allow for a more flexible interpretation of positive engagement, so that all children can participate and succeed.

We will work with each group to develop a clear set of boundaries and guidelines. Each participant 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 the forest school 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 forest school leader will ensure that the following steps are taken:

1. 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.

2. 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.

3. 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.

4. 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.

5. Encourage discussion of new strategies, so that if a similar situation arises the participant(s) feel able to communicate their needs without resorting to negative behaviours.

Recording & Reporting

The school's behaviour policy will also apply if any school rules are broken.

Reviewed every two years.

Next review date: January 2025