



Little Acorns Forest Schools Ltd

Behaviour for Learning Policy

Purpose

At Little Acorns Forest Schools Ltd, we believe positive behaviour underpins meaningful learning. Our approach supports children and young people to develop confidence, resilience, independence, and respect for themselves, others, and the natural environment.

This policy outlines how we promote positive behaviour and respond to challenges in a restorative, supportive, and consistent manner.

Our Ethos

Forest School is built upon:

- Respect for nature and the outdoor environment.
- Mutual respect between leaders and learners.
- Child-led learning and supported risk-taking.
- Emotional wellbeing and personal development.
- Inclusion and equality of opportunity.

We recognise that behaviour is a form of communication. All behaviour is approached with curiosity, empathy, and a focus on learning rather than punishment.

Behaviour Expectations

At Little Acorns Forest Schools Ltd, we agree simple, clear expectations with learners. These are often co-created at the start of sessions and revisited regularly.

Our Core Agreements:

- We keep ourselves safe.
- We keep others safe.
- We respect nature and wildlife.
- We listen when someone is speaking.
- We look after tools and equipment.
- We try our best and support others.

These expectations are age-appropriate and reinforced through role modelling, discussion, and reflection.

Promoting Positive Behaviour

Positive behaviour is encouraged through:

- Clear routines and boundaries.
- Consistent modelling by adults.

- Praise that focuses on effort and character (e.g. perseverance, teamwork).
- Opportunities for responsibility and leadership.
- Collaborative problem-solving.
- Calm, predictable responses from adults.

We aim to build intrinsic motivation rather than relying on external rewards.

Risk and Responsibility

Forest School involves managed risk (e.g., tool use, fire lighting, climbing). Learners are supported to:

- Understand and assess risks.
- Follow safety instructions.
- Demonstrate responsibility before accessing higher-risk activities.
- Reflect on decisions and outcomes.

Access to certain activities may be temporarily limited if safety agreements are not followed. This is framed as support for learning responsibility rather than punishment, trust being the overarching aspect of this method.

Responding to Challenging Behaviour

When behaviour does not meet expectations, adults will:

1. Remain calm and regulate themselves first.
2. Use clear, simple language.
3. Remind learners of agreed expectations.
4. Offer choices and natural consequences.
5. Use restorative conversations after the incident.

Examples of responses:

- Temporary removal from a tool if used unsafely. Future use of the tool will have to be earned by trust using other tools first.
- Reflection time with a leader in a safe place for the learner and leader away from others where possible.
- Repairing harm caused (e.g., fixing damage, apologising).
- Rebuilding trust through positive actions - using tools once again to demonstrate ability and trust.

Physical intervention will only be used as a last resort to prevent harm and in accordance with safeguarding guidance.

Inclusion and Additional Needs

We recognise that some learners may need additional support due to SEND, trauma, anxiety, or other factors.

We will:

- Work in partnership with parents/carers and schools.
- Use individual behaviour support strategies where required.
- Make reasonable adjustments.
- Focus on regulation and co-regulation strategies.

We are committed to inclusive practice and we recognise that all learners are different in ability and actions.

Bullying

Bullying of any kind is not tolerated. This includes physical, verbal, relational, or discriminatory behaviour.

Concerns will be:

- Taken seriously.
- Investigated sensitively.
- Addressed using restorative approaches.
- Recorded where appropriate.

Safeguarding

All behaviour concerns are managed in line with our safeguarding procedures. If behaviour indicates a welfare concern, this will be reported according to safeguarding policy and will be escalated on advice from the DSL.

Partnership with Parents and Schools

We believe consistency between home, school, and Little Acorns Forest Schools Ltd supports positive behaviour. Communication will be open, respectful, and solution-focused.

Monitoring and Review

This policy will be reviewed annually to ensure it reflects best practice, current legislation, and the needs of our learners.

Reviewed Aug 2026 - Dave Churchward, Director at Little Acorns Forest Schools Ltd – minor text alterations made.