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Outdoor Ted Positive Behaviour

Positive Behaviour Policy Introduction

This policy sets out the aim to promote positive attitudes and good behaviour. The key message of this policy is one of RESPECT.

Respect for other people.

Every child and adult, irrespective of ethnic or religious background, appearance, sexuality or ability: should behave in an acceptable and respectful way towards other children and adults, (including staff, volunteers and parents). Every person has a right to learn and a right to feel safe. Every one should feel valued and be treated fairly and consistently.

This can be achieved by the following:

- by ensuring that all members of Outdoor Learning (pupils, staff, parents, carers and visitors), understand their role in contributing to the creation of a stimulating, caring and secure environment where children are encouraged to realise their potential in all areas of Outdoor Learning.
- by making clear the standards of behaviour, self-discipline and commitment expected from pupils and assisting adults.
- by encouraging pupils to adopt positive attitudes and values such as consideration and honesty.
- by setting out the means by which the Outdoor Leader and other adults will acknowledge, praise and reward pupils when they reach these standards and thereby help them grow into responsible and independent learners. The huge benefit of Outdoor Learning is that rewards are often intrinsic.
- by giving a clear, easily understood framework in which pupils who fail to meet these standards will be told that this is the case, be given clear guidelines and expectations for improvement and issued with a proportionate sanctions as appropriate.
- by schools using their own positive behaviour policy to reinforce ongoing high standards to which their pupils are familiar.



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Respect for the Outdoor Learning Environment

Every child and adult should show respect for the Outdoor Learning Environment they are working in. This involves respect towards other users, the plants, the wildlife and the infrastructure. This involves following the [Eco Policy](#) and [Outdoor Learning Policy](#).

Children and adults should make it routine that the site is left 'as it is found' and 'take only memories and leave only footprints.' Children and adults should learn about the eco-diversity in their outdoor environment as part of their sessions, and, over time, activities should involve measures to improve the eco-diversity.

Respect for Resources and Equipment

Every child and adult should show care and respect for any resources and equipment used in outdoor learning sessions. This involves both using the appropriate equipment, and using the equipment appropriately, for the task in hand. Any faults or breakages should be reported immediately to the Outdoor Leader. Equipment should be cleaned and stored safely after use.

Respect for Individualisation

Every child taking part in Outdoor Learning should, at some point during the Outdoor Learning session, have the opportunity for child-led learning and discovery. They should all have the time to explore their own interests, strengths and skills, and learning should take advantage of unique circumstances and moments occurring in the outdoors. Therefore the Outdoor Leader and other staff should have some degree of flexibility and openness in their activity plans. All adults should facilitate individualised learning by allowing some time for free choice, consolidation and exploration; and by asking open questions to promote a child's inquisitiveness and to extend thinking skills. All adults should promote the ethos of, 'go and experiment to find out', rather than simply answering a child's question or feeding them 'facts.' Each child will then benefit from improved self-esteem and confidence through a feeling of achievement regardless of their 'ability' in relation to other children, through supported and individualised learning.



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Respect for Rules and Safety Guidelines.

Every child and adult taking part in Outdoor Learning must be aware of the relevant policies and risk assessments to their chosen activities. Before any tool is used, adults and children must show respect for the relevant [Tool Risk Assessment](#), [Tool Introduction](#), [Tool Use & Tool Maintenance Guidelines](#). Before a session involving fire, the [Fire Pit Policy](#) and [Fire Pit Risk Assessment](#) must be discussed with all participants. Making dynamic on-the-spot assessments may occur when other factors put activities at risk. All adults should promote the ethos of being a good role model during Outdoor Learning sessions. Anybody failing to follow these rules may be removed from that activity. The discussion around rules and safety should also highlight the benefits of taking part in these kind of activities and how they can help to promote self-esteem, confidence and emotional intelligence. Involvement of all participants with these discussions, helps to foster respect for the need for safety, but also enables the participants to become independent managers of their own risk and also helps them to understand the benefits we all gain from participating in these kinds of activities.

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