



## Happiness Outdoors Project

### Behaviour Policy

The Happiness Outdoors Project (HOP) has access to the school policies for:

- Positive behaviour
- Special Educational Needs & Disabilities (SEND)
- Accessibility Plan and Disability Equality Scheme
- Promoting Fundamental British Values

These can be found on the school website. These will be adhered to during HOP sessions.

### Behaviour Management

The values promoted by the school will be encouraged within the HOP sessions. HOP Outdoor Learning Facilitators and volunteers will also endeavour to adhere to an approach which supports the child in developing the following qualities:

- Problem-solving and productive struggle (independent or collaborative);
- Mistake-making, trying things that are likely to fail;
- Autonomy, independence, freedom to choose;
- Managed risk-taking;
- Creativity;
- Skill development;
- Mindfulness;
- Responsibility

The Outdoor Learning Facilitators and volunteers will find opportunities to affirm these as they arise with the intention that positive effort is linked to the development of these qualities and tangible outcomes e.g. working together got the task completed.

It is acknowledged that there are children who find acceptable behaviour a challenge because of social and emotional difficulties. These situations will be dealt with compassion and understanding. With the ethos of HOP being child-inspired learning and development within a natural environment, it is hoped that those who may find learning in the classroom challenging will thrive in the outdoor environment. Children are encouraged to take part in the activities that have been set up, however if a child chooses to not take part in an activity, an Outdoor Learning Facilitator will work with them to overcome any barriers to the activity and offer different ways to access it or an alternative, appropriate activity.

If a child/ren is finding it difficult to engage in an activity/session, an Outdoor Learning Facilitator will endeavour to work with the child/ren to find a way to bring about positive engagement and learn why they are behaving the way that they are. Attempts will be made to offer alternative choices that are a better fit that can support a child/ren in engagement and where necessary the Outdoor Learning Facilitator will work on a one-to-one basis to support them in this.

Where possible, potential behaviour difficulties will be pre-empted e.g. ensure challenging pupils are not working next to one another. If a child is being disruptive during a whole group introduction / plenary, a number of strategies may be considered:

- The child will be encouraged to help the Outdoor Learning Facilitator at the front, or be directly engaged in a discussion or comment
- The child may be encouraged to move to a different location
- Two choices will be offered; to show more respect by behaving as expected or to move away from the group

If a child is determined to carry out an activity with a higher risk (e.g. kicking wellies high into the air), they will have the risks highlighted to them and if it can be managed safely, they can be supported by an adult to carry out the activity.

As a last resort, if a child is still unable to engage positively, they will be offered the choice to return to the classroom. Advice will be sought from school staff regarding positive strategies for engagement with a child/ren where necessary.

### **Approval and Review**

This policy will be reviewed by the Directors annually, as part of the financial planning cycle.

<b>Version No</b>	<b>Approved By</b>	<b>Approval Date</b>	<b>Main Changes</b>	<b>Review Period</b>
1.0	Directors	July 2024	Initial draft approved	Annually
2.0	Directors	September 2025	No major changes made	Annually