

# The Musical Root Behaviour Policy

## Aims

Our forest school supports children to develop **confidence, self-awareness, empathy, and responsibility**. We believe children learn best when they feel safe, respected, and connected to others and the natural world.

## Ethos

Behaviour is understood as communication. We use firm and consistent rules and expectations to create the foundation for building a safe environment and respectful relationships. Positive behaviour is guided through **modelling, reflection, and restoration**, and is managed through natural consequences rather than punishment.

## Expectations

Children are supported to:

- Respect themselves, others, and the natural environment
- Take responsibility for their actions
- Act with care, honesty, and cooperation

Adults model calm, respectful behaviour and set **clear, consistent boundaries**.

## Managing Behaviour

We use:

- **Natural consequences** where safe and appropriate (e.g. repairing what was damaged, stepping back from an activity to regain regulation)
- **Restorative practice**, supporting children to:
  - Understand the impact of their actions
  - Take responsibility
  - Repair harm and rebuild relationships

Sanctions are not punitive. Exclusion, shaming, or rewards-based compliance systems are not used.

## Support and Safety

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Additional support is provided where behaviour indicates unmet needs. Any action taken prioritises **emotional and physical safety** for all.

## **Partnership with Families**

We work collaboratively with families, sharing approaches and supporting consistent, respectful guidance.

## **Review**

This policy is reviewed regularly to reflect best practice and the evolving needs of the community.

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## **Sources**

- Forest School Association (UK). *Forest School Principles and Ethos*
- Wachtel, T. (2016). *Defining Restorative*. International Institute for Restorative Practices
- United Nations (1989). *UN Convention on the Rights of the Child*
- Department for Education (UK). *Early Years Foundation Stage (EYFS): Behaviour and Relationships*