

# REWILDING ADVENTURE

## Policy- Promoting Positive Behaviour

**Author:** Morgan Lax

**Created:** 18<sup>th</sup> June 2016

**Revised:** July 2018

**To Be Reviewed:** 1<sup>st</sup> August 2021

*We love to lead and share outdoor adventure experiences with you, in wild places to promote physical, mental, emotional and social well-being!*

## **POLICY STATEMENT**

Rewilding Adventure is committed to using the outdoor environment and outdoor learning as a means of promoting the emotional and social well-being. We recognise that an academic education in classroom setting does not suit everyone- and that the activities we offer by their nature quite often appeal to those struggling in mainstream education.

As this policy is written, we are aware of the variety of groups we work with: Home Educated children who attend with their parents; primary school children who attend as part of a school trip; secondary children who attend as an alternative to mainstream school; adults who are experiencing mental health illness; teenagers attending bushcraft skills courses and children who come to summer activity days. With this in mind- to legislate for all demographics and possible behaviour is impossible.

## **EXPECTED CONDUCT**

Rewilding Adventure expect participants, visiting staff and parents to be friendly, polite and respectful- as well as wanting to engage in the task at hand. We understand that everyone has different values and experiences, and as such may behave differently- yet the above baseline is what you will receive from Rewilding staff and what we would like in return.

## **OUR APPROACH TO PROMOTING POSITIVE BEHAVIOUR**

We consciously use the phrase *promoting positive behaviour*, rather than behaviour or discipline- much of what we do is seek to develop the qualities in people that allow them to cope with the experiences they will encounter. We see all behaviour as

being an articulation of humanistic needs, that inform the emotions we experience and in turn our behaviour (see William's Glasser's Choice Theory for more detail).

## **ANTECEDENT**

When we undertake any activity that presents a likelihood of a behavioural issue, we will set an expectation of appropriate behaviour at the outset; if needed, we shall explore what inappropriate behaviour is and why it is inappropriate, as well as asking the participants what response we should make if it occurs.

## **REWARDS and PRAISE**

Rewilding Adventure does not operate a *gold star* or *certificate* approach to rewards; rather we offer individualised recognition- whether this is a handshake, a smile, praise to parents or public recognition.

## **INTERVENTIONS**

We will approach interventions from a point of view of a learning opportunity as much as possible. We will not punish, but seek to explore the event when the person is ready to. Reflecting the use of William Glasser's Choice Theory, we will seek to implement Marshall Roseburg's Non-Violent Communication approach- which is based on our needs- see appendix 1 for the four-part approach of the Non-Violent Communication model.

In the event of a participant's behaviour presenting a safety risk Rewilding Adventure may prevent them from participating, missing a turn (during axe throwing for example) or we may conclude the activity.

Where circumstances are unclear, Rewilding Adventure may ask all pupils/participants for their truthful account in writing so that sense can be made of the situation.

## **WORKING WITH PARENTS**

When parents are present they assume responsibility for their children; however, we will make an intervention if needed. We are aware that for staff to make an intervention when parents are present can be a difficult thing; however, we will do so and will explain the circumstances to the parent.

## **WORKING WITH SCHOOLS AND OTHER ORGANISATIONS**

When working with schools and staff are present, visiting staff will maintain pastoral responsibility with the support of Rewilding Adventure. In the circumstances where staff are not present, the Rewilding Adventure leaders will adopt the position of responsibility of pastoral care.

## **MOBILE PHONES AND ELECTRONIC DEVICES**

Mobile phones are not banned *per se* from activities; however, the nature of what we do, where we do it and the times of year we conduct activities does mean that the risk of damaging a mobile phone or other electronic device is a real one; therefore, the advice is not to bring such devices, and if they are brought they are done so at the risk of the owner.

When working with schools and other education providers, we will adopt their policy in enforcing the carrying and use of mobile phones. In many cases, the use of mobile device will be subject to an initial learning contract for programmes with longer durations.

## **BULLYING**

Behaviour of one individual or group towards another individual or group which causes distress can be classified as bullying. This behaviour can include, but is not limited to, racism, homophobia, transgender discrimination, and any other form of discrimination, and physical, verbal or online activity which causes distress to another person. Rewilding Adventure may consider a single incident bullying behaviour; any bullying behaviour will be dealt with seriously.

Where an incident occurs prior to any provision we provide but which may have an impact on an individual during activities, we would encourage parents and carers to contact the referring school with information, in turn where the school feels it is necessary for Rewilding Adventure to be informed we request that we be made aware.

### **INCIDENTS IN PUBLIC AND THIRD- PARTY PREMISES**

All participants will be made aware of the expected behaviour and cautioned that any behaviour will reflect on them as individuals, the school/educational setting they come from and Rewilding Adventure. By the nature of what we do and the venues we visit, there is likelihood that we will encounter members of the public and those working at third party venues.

For pupils from a school, we will refer the matter to the referring school for them to deal according to their school policy. In all circumstances, appropriate advice and warnings will be given to any individual displaying inappropriate behaviour; Rewilding Adventure are prepared to apologise on behalf of an individual should the need arise.

### **SMOKING, ALCOHOL CONSUMPTION AND ILLICIT DRUG USE**

Learners under the age of 16 years are not permitted to use smoking materials or nicotine products to any provision we offer. This includes but is not limited to cigarettes, e-cigarettes, vapour cigarettes, tobacco, cigarette papers, lighters, matches, flints and pipes. Whilst we cannot search for or confiscate smoking materials, we will refer the matter to the referring school and/or parent/carer/guardian.

For those who wish to smoke, suitable times and locations will be allocated; yet these will not interrupt planned activities. In certain circumstances, smoking cannot be done whilst wearing/using some of the PPE we require- participants will be made aware of this.

The consumption of alcohol during educational/outdoor learning visits is prohibited, as is any participant being under the influence of alcohol- in which case the activities may be concluded in the interests of safety. Likewise, if any participant is suspected of being under the influence of an illicit drug, then activities are likely to be curtailed.

If any participant is suspected of being in the possessions of illicit drugs then Rewilding Adventure reserve the right to contact the police.

## **UNEXPECTED ABSENCE AND TRUANCY**

This is detailed within the *Attendance Policy*. For brevity, if any school pupil is expected to attend and doesn't, when no notification of absence has been made by parent/carer/guardian then the referring school will be notified; if a pupil absconds then the referring school will be notified as soon as is reasonable practicable, and if the pupil is under the age of 16 years the police will be notified.

## **USE OF REASONABLE FORCE BY REWILDING STAFF**

*Rewilding Adventure* have a minimal force approach, but according to DfE Guidance (Keeping Children Safe in Education, 2018, p.27) we recognise that *'[t]here are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people'*.

*The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.*

## **INVOLVEMENT OF THE POLICE**

*Rewilding Adventure* aim to have a positive relation with the police, and pass this onto the participants/pupils who attend. Rewilding Adventure may contact the police if the circumstances require it, for example:

- Suspected possession Illicit drugs
- Actual bodily harm to participants, staff or third parties
- Criminal Damage
- Theft

In all circumstances, where the police have been involved, Rewilding Adventure will notify the referring school and parents/carer/guardian of the circumstances and outcome of police involvement.

## Appendix 1: Four Part Approach of Non-Violent Communication



### The Four-Part Nonviolent Communication Process

Clearly expressing  
how **I am**  
without blaming  
or criticizing

Empathically receiving  
how **you are**  
without hearing  
blame or criticism

#### OBSERVATIONS

1. What I observe (*see, hear, remember, imagine, free from my evaluations*) that does or does not contribute to my well-being:

"When I (see, hear) . . . "

1. What you observe (*see, hear, remember, imagine, free from your evaluations*) that does or does not contribute to your well-being:

"When you see/hear . . . "

*(Sometimes unspoken when offering empathy)*

#### FEELINGS

2. How I feel (*emotion or sensation rather than thought*) in relation to what I observe:

"I feel . . . "

2. How you feel (*emotion or sensation rather than thought*) in relation to what you observe:

"You feel . . . "

#### NEEDS

3. What I need or value (*rather than a preference, or a specific action*) that causes my feelings:

". . . because I need/value . . . "

3. What you need or value (*rather than a preference, or a specific action*) that causes your feelings:

". . . because you need/value . . . "

Clearly requesting that  
which would enrich **my**  
life without demanding

Empathically receiving that  
which would enrich **your** life  
without hearing any demand

#### REQUESTS

4. The concrete actions I would like taken:

"Would you be willing to . . . ?"

4. The concrete actions you would like taken:

"Would you like . . . ?"

*(Sometimes unspoken when offering empathy)*



© Marshall B. Rosenberg. For more information about Marshall B. Rosenberg or the Center for Nonviolent Communication, please visit [www.CNVC.org](http://www.CNVC.org).