

Learning and Development Policy

"Learning happens naturally; it is the innate ability of people to learn and grow and we believe in giving the information, strategies and tools that will stimulate this process. To be able to learn, the person has to feel safe and therefore relaxed. We help to remove all the obstacles to learning and personal growth along the runway. This has to happen respectfully, when the person is ready to learn."

Simone de Hoogh

PowerWood is dedicated to helping families, their children and teenagers with overexcitabilities or who are neuro-atypical (more) able to improve their self-control, self-esteem and pleasure in life. PowerWood works to help children and their families recognise and understand their behaviour. Young people are encouraged to embrace the positives that accompany their intensity, sensitivity and hyper-reactivity, such as creativity, energy and the ability to think outside the box. PowerWood also teaches coping mechanisms to help these sensitive and intense children to be in charge of their sometimes overwhelming emotional reactions and to find happiness and a sense of belonging.

Opportunities for learning and personal growth form the basis of our work at PowerWood. These include:

- Guidance for parents and carers on creating a more harmonious family life
- Guidance for individuals, including young people and children, on managing their OE / atypical personality traits.
- Stimulating, creative and outdoor activities for children and families at camps and forest school sessions
- Online learning courses to help develop communication and emotion regulation skills
- Training and supporting volunteers to help deliver PowerWood's objectives.

Forest School Activities

Learning Objectives

- Through using tools, children learn manual dexterity and confidence
- Through contact with the natural world children learn how to respect and care for the natural environment and themselves
- Through team work, children learn to be cooperative and care for one another
- Through taking managed risks, we grow in confidence and develop good judgement.

Preparation

Families will be given information about activities prior to attending camps or Forest School sessions, to help them prepare and manage expectations.

Roles & Responsibilities

All staff members involved in the forest school programmes are conscious that it is an exploratory experience for the group. They allow the group to play and learn as independently as possible, often without demonstrating or suggesting. If invited to provide support then they do, but otherwise merely observe, allowing the experience to be learner-directed. It is the role of the forest school leader(s) to take a lead in planning, delivering and evaluating the forest school programme. They also take primary responsibility in ensuring that policies and procedures, rules and guidelines are adhered to. Volunteers and other adults may help with these responsibilities where they wish to and are able and/or qualified to.

Evaluation

Children are encouraged to be involved in evaluation, and may be asked simple questions such as 'what did you enjoy today' or 'what did you learn'. Staff and volunteers will take time at the end of each session to discuss how things are going and plan adjustments if need be. After each programme of sessions a reflective report will be compiled.

Regulation

As PowerWood is currently offering activities where families attend together, rather than for unaccompanied children, we are not required to register with Ofsted at this stage.