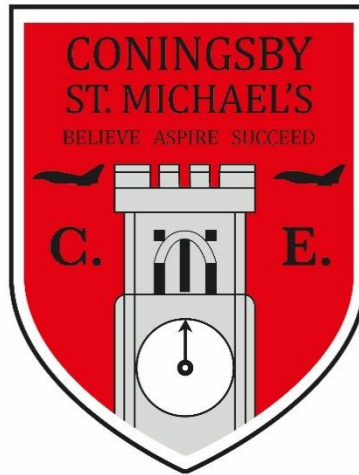




BELIEVE. ASPIRE. SUCCEED.

As Jesus welcomes and values children, we at St Michael's aspire to welcome and value all members of our community. We believe that this welcome and value provides opportunities for all to succeed. Matthew 18: v.2-5

Forest School Policy

This policy was written by	S Khanna August 2021
Review Cycle:	Annually
This policy was subsequently reviewed by:	
Next review Date	September 2022



Inspired by scriptures

Job 12:7-9

"But ask the animals, and they will teach you, or the birds in the sky, and they will tell you; ⁸ or speak to the earth, and it will teach you, or let the fish in the sea inform you. ⁹ Which of all these does not know that the hand of the LORD has done this?"

Philosophy

Forest School (FS) is a unique program of specialised, practical and hands-on learning in a 'woodland' environment. It allows children to develop confidence, independence, self-esteem and awareness and knowledge of the natural environment. This fully supports our Mission Statement of BELIEVE. ASPIRE. SUCCEED and our core values as a Church of England school of 'believe', 'aspire' and 'succeed' are at the centre of our Christian values which are further supported by our six church values:

Friendship – humanity, love and teamwork

Perseverance- love of learning, resilience and creativity

Compassion – humility, reflective and sensitive

Thankfulness- gratitude, hope and happiness

Forgiveness- discipline, bravery and understanding

Truthfulness- honesty, wisdom and curiosity

This policy allows everyone at CSM to work together in an effective and thoughtful way. Using our core values, we aim to create a positive, calm and safe environment for all who are part of our school community and promote the best possible conditions for every child to thrive and progress.

We have specially trained staff who will deliver the Forest school curriculum in a safe, inclusive and creative way. When children are well supported by knowledgeable, enthusiastic staff they can achieve their goals and much more.

Aims

Our aim is to nurture the skills children develop over a sustained period of time through their FS lessons. We will provide:

- children with experiences that encourages an appreciation, awareness and knowledge of the natural environment
- to learn to respect and care for their own local environment
- develop children's self-esteem and self-confidence through the setting of small achievable tasks
- to follow rules and maintain appropriate standards of behaviour, both physical and social when working collaboratively to support each other.

What is Forest School?

The Forest School concept originates in Denmark, originally aimed at pre-school children, where it was found that children who had attended forest school then arrived at school with strong social and communication skills, having the ability to work in groups effectively, generally had high self-esteem and a confidence in their own abilities. The ethos of our Forest School allows all learners the opportunity to develop skills, interests and understanding. It also allows teachers to observe, scaffold and facilitate children's learning through practical, hands-on experiences

FSA forest school provider

We are proud to confirm that we have met the necessary benchmarks set for good practice and minimum professional standards for a forest school as recognised by the Forest School Association. This means our forest school experiences are in line with the 6 core principles of the FSA scheme. Regular evaluations will ensure we continue to meet the minimum benchmarks as a high quality forest school provider.

Why do we provide forest school opportunities?

The 6 core principles of the forest school scheme focuses on developing children's skills in an holistic way. Children will have ample opportunity to explore the natural environment while developing lifelong skills.

We support the six principles of Forest School, which were agreed by the UK Forest School community in 2011.

Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.

- Forest School takes place regularly, ideally at least every other week, with the same group of learners, over an extended period of time, if practicable encompassing the seasons. *(A year group per term has been timetabled into the school day)*
- A Forest School programme has a structure which is based on the observations and collaborative work between learners and FS leaders. This structure should clearly demonstrate progression of learning. *(children at CSM have a FS passport to show achievement and progression in skills)*
- The initial sessions of any programme establish physical and behavioural boundaries as well as making initial observations on which to base future programme development.

Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world. *(We shall use the Mystical garden area within our school grounds)*

- Whilst woodland is the ideal environment for Forest School, many other sites, some with only a few trees, are able to support good Forest School practice
- The woodland is ideally suited to match the needs of the programme and the learners, providing them with the space and environment in which to explore and discover
- A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/ manager, the forest school practitioner and the learners
- Forest School aims to foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community *(our FS leaders are also leaders for Eco Warriors)*

- Forest School uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation.

Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners

- Where appropriate, the Forest School leader will aim to link experiences at Forest School to home, work and /or school education
- Forest School programmes aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner.

Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

- Forest School opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests.
- Forest School uses tools and fires only where deemed appropriate to the learners and dependent on completion of a baseline risk assessment. • Any Forest School experience follows a Risk–Benefit process managed jointly by the practitioner and learner that is tailored to the developmental stage of the learner.

5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

- Forest School is led by qualified Forest School practitioners, who are required to hold a minimum of an accredited Level 3 Forest School qualification. *(Mrs Emma Wasley & Mrs Eve Gates)*
- There is a high ratio of practitioner/adults to learners (*FS leader, teachers, unqualified teachers and apprentices will support small groups*)
- Practitioners and adults regularly helping at Forest School are subject to relevant checks into their suitability to have prolonged contact with children, young people and vulnerable people (*per safeguarding policy*)
- Practitioners need to hold an up-to-date first aid qualification, which includes paediatric (if appropriate) and outdoor elements
- Forest School is backed by relevant working documents, which contain all the policies and procedures required for running Forest School and which establish the roles and responsibilities of staff and volunteers
- The Forest School leader is a reflective practitioner and sees themselves, therefore, as a learner too.

6. Forest School uses a range of learner-centred processes to create a community for development and learning

- A learner-centred pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners
- The FS leader models the pedagogy, which they promote during their programmes through careful planning, appropriate dialogue and relationship building

- Play and choice are an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School
- Forest School provides a stimulus for all learning preferences and dispositions
- Reflective practice is a feature of each session to ensure learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future
- Practitioner observation is an important element of Forest School pedagogy. Observations feed into 'scaffolding' and tailoring experiences to learning and development at Forest School.

Forest School activities

Typically, small groups of individuals (depending on child/adult ratio) take part in a programme of six weekly sessions lasting for about 2 hours. The sessions involve practical hands-on activities which aim to build up participants' skills, abilities and confidence week by week.

All sessions are designed and led by our trained staff, with the help and direction of our Forest School leaders. However, Forest School strongly encourages participant-led learning, so as the weeks progress, learners are given more freedom and responsibility to explore their interests and therefore initiate and direct their own learning.

Forest School uses natural resources to stimulate imagination, creativity and investigation. Activities can include, but not limited to:

- Tree investigations
- Climbing and balancing
- Natural art
- Shelter building
- Using knots and lashings
- Woodwork using tools, e.g. making musical instruments, jewellery, decorative items
- Creating bug homes and bird feeders
- Fire lighting
- Animal tracking
- Bug hunts
- Collecting, identifying and sorting natural materials such as leaves
- Team games

Most activities are curriculum-linked and span a number of subjects, including Math's, English, Design & Technology, Science, Music and Art. Forest school sits wonderfully in the topic based skills curriculum that we have at CSM.

Forest School Leaders

Our Forest School is organised and run by **Emma Wasley & Eve Gates** who are accredited Level 3 for Forest School Practitioners. Level 3 is designed to qualify the trainee to become a Forest School Leader, able to set up and run a Forest School programme.

All staff and volunteers have undergone an appropriate selection process to assess their skills and suitability for working with children and have been subject to enhanced DBS checks. All sessions are staffed by a qualified first aider and all staff have access to a recommended first aid kit.

Our Forest School area

Our Forest School takes place in a small woodland area within the Mystical Garden in an area to the left on our school field, passed the junior playground. It is made up of mixed deciduous trees, mainly Elder.

The site is within school grounds and is not accessible to the public but the perimeters need to be carefully monitored as the site backs onto the Alan Barker fields. Given the nature of some of our young people the site is carefully monitored for tripping hazards and dangerous items.

Children participating in Forest School will also be encouraged to minimise their risks on the site through:

- Learning about the different animals and plants that live in and amongst the trees
- Learning to respect animals' homes
- Careful observation of live animals
- Leaving lying deadwood in place
- Taking all materials and litter with them when they leave
- Ensuring that the site is left like they found it

Our Forest School Code of Conduct Entering the Woodland

We will enter the Mystical Garden area respectfully and know that when at Forest School specific expectations are in place. We will explore, investigate, learn and play in a manner that will not damage our Woodland environment. We understand that we share our Forest School with plants and animals and that when we are in our Forest School we are sharing the environment with them. We have Mystical Garden keepers in each class to help monitor and protect our space.

Legislation and policy for Forest School:

As CSM school operates as an integral part of the LAAT Academy Trust it is subject to the policies of the school which can be found in full [here](#).

All staff and volunteers are asked to read the following policies in relation to Forest School:

- Health and Safety Policy
- First Aid policy,
- Risk Assessment Policy
- Safeguarding Policy
- Equality & diversity Policy
- Behaviour Policy

Paying particular attention to the following which can also be found on our school website: <https://www.coningsbyprimary.co.uk/policies/>

- Safeguarding Policy
- Health and safety policy
- Confidentiality policy

Additional policies for Forest School have been prepared and can be found on the school website: These include, toilet, fire, tools and animals to name a few.

Legislation of importance to Forest School includes the Health and Safety at Work Act 1974

This act makes it a statutory that an employer has a duty to ensure the Health, Safety and Welfare at work of their employees (in the case of schools' adults and children) and any equipment used by them, and that employees are responsible for the Health and Safety of themselves and others they may be affected by their acts.

The Children's Act 1989, makes it important to consider adult ratios for all activities, equal opportunities and access, clear communication with parents and DSB checks for staff and regular volunteers.

Safeguarding Statement

CSM School is committed to the safeguarding of all pupils in our care. To that end, all staff, Local Council members and volunteers will help keep our children safe by:

- Adhering to the school's Child Protection and Safeguarding policy
- Providing a safe place for our children to learn and develop

- Ensuring that our behaviour does not make any child or member of the school community, uncomfortable or leave us vulnerable to accusation
- Having the children's physical, emotional, and personal safety at the forefront of all we do.
- Immediately notifying the DSL or Deputy DSL (Mrs Liley & Mrs Khanna) of any concerns, however trivial they may seem, in order to pull together a picture of any potential safeguarding issues.

All staff employed by the school, and volunteers who work in school for a set minimum of time as outlined in official guidance, will be subject to CRB checks. References will be sought and safer recruitment procedures adhered to at all times.

Health and Safety in Forest School

Our Forest school's curriculum encourages children to develop responsibility for themselves and others by teaching children how to manage early risk management strategies that will ensure that young children start to consider the impact of their actions on themselves and on others. A site risk assessment has been carried out and a copy is held in the main office along with the other policies. All staff have first aid training. A first aid kit is taken on all sessions. In the case of an accident requiring further assistance, an emergency contact form is kept in the Office and a mobile phone is carried. The school will contact the parents. Fires are a valuable part of the Forest School experience but will only be lit according to the procedures set out later in this policy.

Safeguarding in Forest School

Forest schools' sessions are led by our trained Forest School Leaders (Mrs Emma Wasley & Mrs Eve Gates), supported by members of staff.

Everyone involved is fully briefed on health and safety, risk assessment of sites and activities. Staff and volunteers are made aware of the relevant school policies and procedures and ensure that they adhere to the guidance contained in them. All CSM staff have current CRB checks.

Any concerns about a child's physical or mental well-being will be shared with our named Designated Safeguarding Lead (Mrs Stephanie Liley) and our school's Safeguarding Policy can then be followed. Confidentiality should be maintained at all times. Any concerns should only be shared with those who need to know such as the class teacher who can then ensure the correct channels are then informed.

Equality and diversity in Forest School

During Forest schools all persons are treated equally. We aim to provide a secure environment in which children can flourish and in which all contributions are valued.

As with any additional needs the school works closely with parents and appropriate outside agencies to ensure equality of access for all.

Reference to our Equality Information and Objectives Policy and the Trust policy on Equality & Diversity Policy. This Policy must read alongside 'Keeping Children Safe in Education 2020'

Behaviour in Forest School

At our Forest school we operate within the Behaviour Policy of CSM. In order that these aims are achieved, certain standards of behaviour must be sustained and reinforced across school. We praise and reward good behaviour using the established school Dojo system. When a child's behaviour threatens the well-being of him/herself or others, and he/she does not respond to a verbal warning, he/she may be returned to school. All behaviour that is not in line with our school values and expectations should, in the first place, be reported to the Forest School Leaders who will take appropriate action in line with our Behaviour Policy.

Rope and String Use: We encourage the collection and transportation of materials. We do not allow children to tie up each other. If a child has a good idea and wants to tie up something, for

example a tarp or a swing, an adult should help them as needed, modelling appropriate knot tying and modelling how to talk through ideas and decisions.

Policy and Procedures for Lighting Fires at Forest schools

Before lighting a fire at Forest School, the following should be in place:

Children must have a secure knowledge of log circle safety:

Stand behind the log

Step over and sit down on log

Stand up, turn around and step over log

Children are not allowed to cross the circle or step into the circle

In addition to the other resources, we will take a large container full of water.

When lighting a fire:

- Only a trained Forest School Practitioner will take responsibility for the fire. This will be their sole responsibility for the session. They shall be responsible for lighting it, manning it while it is burning and putting it out at the end of the session.
- The fire shall be contained within the area marked out within the centre of the log circle. The ground around shall be cleared of flammable material.
- Check for low overhanging trees.
- Have a container of water beside the fire to put it out and deal with burns.
- While the fire is being lit, the children will be engaged in activities elsewhere.
- The fire will be extinguished before the session ends.
- NO fires will be lit during peak fire risk periods.

Lighting a fire

When lighting a fire the Forest School leader will take control of the operation and all accompanying adults will be briefed before we start. The person in charge of the fire safety and management will wear a clear and visible symbol as a visual cue to the children, we suggest a high visual jacket. A lit fire will not be left unattended at any point. A fire may not be lit until it has been confirmed to all that our fire safety equipment is in place. Open fires will be built within a fire square

At the Fire Circle

An open fire will be lit within a fire square or stone circle. A fire circle using log sitting stools may be established around the perimeter, 2.0m from the fire square. No one may enter the fire circle perimeter unless invited to do so by an adult. There is no running past the fire circle. No items must be carried and placed within the fire circle unless by an adult. If you wish to move around the fire to a new stool you must step out of the circle and walk around the outside of the log circle. Even when the fire is unlit we will treat it as if it is lit.

Managed Fire Risk Assessment

A risk assessment has been prepared for fires based around this method of management. However, as with any risk assessment it is advisable to review and modify as appropriate dependent upon the individuals involved and specific conditions.

Medical and Emergency Contact Details

All Medical Care Plans and Emergency contact details are held in the School Office.

Risk Assessments and Risk Management

Risk assessments are in place to cover the following:

- Forest schools Site Assessment
- Forest school sessions: including Sensory Activities, Minibeasts and Shelter building
- Tool use

- Campfire Activities
- Moving around the area

These Risk Assessments can be found in the Forest schools Handbook and in the Coordinator's File.

Risk Assessment Guidelines

A SITE risk assessment is undertaken at the end of each day by the Forest School Leader and check is made prior to every Forest School session at our Forest site.

In addition, an ACTIVITY risk assessment will be established prior to any activity that may require it. These will include: whittling, cutting wood, shelter building, fire lighting and cooking on an open fire, and palm drilling.

Specific additional risk assessments will be undertaken for children whose medical condition or whose behaviour requires them.

The risk assessment process is detailed below:

- We look for potential hazards.
- We decide who might be at risk of harm.
- We think about how harm may occur and the worst outcome that we could face.
- We evaluate the current level of risk.
- We decide on a course of action or set of precautions that will be put in place to minimise the potential risk.
- We then re-evaluate the level of risk once our course of action and precautions have been put in place.
- We create a risk assessment and collate them in the Forest School folder
- We inform all adults with accompanying the group and require them to sign each relevant risk assessment to show that they have read and understood the assessments
- We regularly monitor and review each risk assessment, half termly and as an action is needed.

Promoting a balanced approach

Key message: *'Play is great for children's well-being and development. When planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks and benefits. No child will learn about risk if they are wrapped in cotton wool.'* **Managing Risk in Play Provision –A Position Statement by the Play Safety Forum. Children's Play Council, 2002.** (Supported by the HSE- 2012)

Summary *Of the HSE report* can be found [here](#).

So, at CSM we encourage our children, in a safe and structured way, to take risks. Children learn by their mistakes and by being free to make them in a comfortable and safe surrounding. When appropriate children should be encouraged to "have a go" at an activity, take a risk and learn from their experiences.

We have a legal duty to carry out Risk Assessments so children do not miss out on fun and adventurous activities. If the risk or potential harm from the activity is acceptable or can be managed/minimised and the benefits for the value in the activity outweigh the risk then the activity should be allowed.

Through the Forest School ethos, children learn how to assess risks and be responsible for their own safety, and this can be done by involving children in discussing an activity, highlighting what the risks are and how the risks can be reduced or substituted. This exercise of consultation and participation with children also creates an equal relationship where children and young people feel they are listened to, have a feeling of independence, ownership and that their contribution is valued. By participating in this process all stakeholders will have collective accountability and responsibility towards the management of risk.

Safe Use of Hand Tools Policy

The use of hand tools is an integral part of the Forest School experience

Before using tools with groups of children the tools will be introduced, their use explained and then children will receive instruction as to how to use them safely. Good practice will be demonstrated by the Forest schools Leaders at all times. A tool script, called 'Tool Talk' is used when introducing new tools and as an aide memoire when participants use them. The form of script is easily adapted if other tools are introduced. (These can be found in the Forest schools File & The Forest School - Safe Use of Hand Tools Policy).

The following tools are amongst those most likely to be used with children as part of our Forest School sessions.

- Bow saw
- Loppers
- Stick peeler
- Sheath knife
- Bill Hook
- Mallet

Tools are used under close supervision. With KS2 children this is with a minimum of 1:4 ratio. When tools are initially introduced or children are younger the ratio will generally be closer to 1:2 until participants have shown a reasonable level of confidence or even 1:1 to a maximum of 1:5

The Forest School leader s will be responsible for overseeing safe use and maintenance of all tools. When not in use the tools are stored in a secure setting in a locked box in the Mystical Garden.

A full list of all tools is kept with the tools and a separate list carried when tools are taken out on site.

Further tool safety checklist:

- All tools will be returned to the tool bag and locked away at the end of each session. This is the Forest schools Leaders responsibility.
- All resources and equipment are checked regularly.
- Any unsafe, worn out, dirty or damaged equipment is repaired and cleaned, or replaced.

Basic risk assessments have been completed for each tool. Risk assessment for Tools will be reviewed regularly and modified as appropriate dependent upon the individuals involved and specific conditions.

Food policy

Check children do not suffer from food allergies or that other reasons, such as religious reasons, do not permit individuals to handle or consume certain food types. Information about allergies and permissions can be found on Scholar pack and a copy should be kept in Coordinators folder. This will be reviewed and updated each term.

- All adults are aware of the following when cooking and eating at Forest schools:
- Everyone should wipe their hands before handling food and drink.
- All foods are stored in air tight containers.
- Only clean equipment is used.
- Everyone is aware of any special dietary needs of the children who have food allergies and any medication

- Food will be cooked correctly.
- All equipment and waste is cleared away.

See Forest School Policy and Procedure for disposal of food, litter and wastewater for a more detailed breakdown_ need to sort and set link

Emergency Procedure Policy

All participants will be briefed in what to do in case of emergency. A Forest School Call will be used as a signal to stop what you are doing and will be silent and wait for instructions. The Forest School Leader will assess the situation, the nature and extent of the injury/accident. They will ensure that the rest of the group are safe from danger and are adequately supervised. Further details can be found in the Emergency Procedure Policy file in the Handbook.

The role of the Forest school Leaders

- The Forest school Leaders are trained Level 3 Forest School Practitioner. They are responsible for organising the planning and running all Forest School sessions.
- The Forest School leaders have the safety of the children uppermost at all times. The leaders will carry out a detailed safety check before each session and comply with health and safety risk assessments.
- The leaders will ensure that all documentation is relevant and up to date.
- The leader will carry an emergency pack at all times.
- The leader is responsible for all equipment and will ensure that it is checked before use and returned to the resource area after use.
- The Forest School leader will keep an accident book and keep parents fully informed of any incidents that may occur during a session, eg, trips, falls, stings, etc. (See Appendix for letters)

Cancellation of Forest School sessions

We will not go to Forest School if the conditions are deemed dangerous such as in high winds, during thunder storms, or during periods of extreme cold. Instead Leaders will adapt sessions appropriate for the classroom.

The Forest School Leader will make the decision to continue with Forest school or postpone due to bad weather.

When it is wet a shelter will be built immediately by a trained adult so that there is a sheltered area that is available from the start that can be used.

Forest schools may not be able to go ahead if there are not enough adults to accompany us. If no replacement adult can be found then the session will be cancelled. The session may also be cancelled if the Forest school leader/s are unable to attend. Campfires cannot take place without a Qualified Forest School Leaders.

ESSENTIAL EQUIPMENT:

- First Aid Kit (See contents list, contents review record)
- Emergency Procedures
- Medical information for each individual and Emergency contact details for every member of the group (adults & children)
- Risk Assessments
- Communication Devices - school radio and mobile phone.
- Clean Water
- Emergency whistle
- Emergency Life Blanket
- Accident forms

- Medication for individuals (if not appropriate for the individual to carry the medication for themselves it should be clearly labelled – staff must have been trained to administer it and parental consent must have been received)
- Appropriate Clothing
- Fire blanket
- Burns kit

Other Possible Equipment:

• Wet wipes, hand gel • Sun cream (parental permission required) • Spare Clothing • Thermos of hot water • Chocolate/sugary food • Plastic bag • Roll Mat and Blanket	• Torch • Bucket of water • Emergency fire kit • Knife • Emergency shelter • Tick remover
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Clothing Requirements For Forest school

No person will be permitted to go to Forest School without appropriate clothing that will protect them from extremes of heat or cold, keep them covered to reduce the likelihood of cuts and scrapes, that fits appropriately for comfort, and that meets any religious requirements. Children and parents are encouraged to think about the usefulness of their clothing for outdoor activities, and to be aware they are likely to take some of our mud home with them after a session. In the forest it can often be cooler than expected under the shade of the trees.

Clothing list: Participants are also responsible for providing their own insect repellent and sunscreen.

Winter Vest or T-shirt Long sleeved top Jumper Waterproof coat Socks Trousers Waterproof trousers Wellies Hat, gloves and scarf.	Summer T-shirt or top Light trousers (where girls are wearing their summer school dresses they will be asked to change in to their PE trousers) Socks Trainers, shoes or Wellington boots. (Sandals and flip-flops are not suitable.) Sunhat Sunglasses (if required.)
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We work on the principle that “**there is no such thing as bad weather, only bad clothing**”, but staff must be aware of how children in their class react to different weathers and how this affects their sensory processing.

We do have a selection of spare clothing and waterproof clothing but this will need to be matched to the child prior to the session and checked for suitability. Ask our staff for help.

Toileting considerations

All children will visit the toilet before leaving the Classroom. Any children needing the toilet during the session will use the nearest school toilets. KS1 and EYS must be accompanied by an adult and have a buddy system.

Training needs

Training Needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure all members of staff are made fully aware of all available and relevant training provision and information.

Monitoring of the policy

The effectiveness of the above policy and our practice will be evaluated every year. The Senior Leadership Team in consultation with the whole school community will carry this out.

This Forest schools Policy has been written in agreement with the Executive Head, Head of School, Staff and Governors of Coningsby St Michael's School.
It will be reviewed annually.

Policy agreed: September 2021

Next review: July 2022

Appendix

1. ACCIDENT REPORT FORM – Coningsby St Michael's

This form should be completed if anyone is harmed as the result of an accident during a Forest School session. The incident will also be carefully documented on our CPOMS system.

This document will form the basis of a report should a claim be made, so try to be accurate and complete the whole form. If you would like to add any further information to clarify the incident, please use the reverse of the sheet.

Name/s of Forest School Leader/s _____

Name of injured person/s _____

Address of injured person/s _____

DOB of injured person/s _____

Where did the accident take place? _____

Date and time of accident _____

Who else was present? _____

What happened? _____

What action was taken _____

Whom did you notify and when _____

Follow up/further action required _____

Please delete as appropriate: Further information is/is not supplied overleaf

Signed _____ Date _____

2. Designated Person Responsibilities

Forest School Leaders: Emma Wasley & Eve Gates

First Aider 1: Tracey Phillips

Safeguarding lead: Mrs Steph Liley

Deputy Safeguarding leads: Mrs Karen Smith & Mrs Sandy Khanna

3. Insurance Requirements

Coningsby St Michael's School

School lane

Coningsby

LN4SJ

Web: admin@csm.lincs.sch.uk

All children have compulsory personal accident insurance. No child will be taken to Forest School until this condition has been met.

4. Letter To Parents:

Forest School at Coningsby St Michael's School

Dear Parents,

We are now in a position to run a Forest School within the school grounds. It is planned that all children should have a 'Forest School experience' during their time at Coppice.

The Forest School Leaders are Emma Wasley & Eve Gates. Please read the following important information, fill in the Parent School Agreement and return it to your child's class teacher.

Information about Forest School

Forest School is run by trained Leaders and aims to build up children's skills, abilities and confidence week by week through practical hands-on activities in the outdoors. It gives them the chance to explore, learn and discover at their own pace in a safe and supportive space.

Forest School uses natural resources to stimulate imagination, creativity and investigation.

Activities can include:

- Woodwork using tools, e.g. making musical instruments, jewellery, decorative items
- Natural art
- Fire lighting
- Using knots and lashings
- Shelter building
- Bug hunts

There are many benefits to Forest School. For example, it can:

- Develop physical abilities and help participants to stay active and healthy.
- Heighten self-awareness and improve emotional and social skills.
- Promote co-operative and group working.
- Encourage children to take care of themselves and others.
- Foster care, appreciation and respect for wildlife and wild places.
- Broaden knowledge and understanding of the natural world.

Safety at Forest School

There is always a high adult to participant ratio at Forest School. All activities are thoroughly risk assessed before the start of each session and Leaders continue to monitor the safety of the group as activities progress. There is always a trained first aider present at each session and a written emergency plan to follow.

Who will be running the Forest School sessions?

Sessions will be overseen by our accredited Forest School leaders Emma Wasley & Eve Gates. They will be assisted by CSM school staff.

What your child needs to wear for Forest School Over their school uniform

The Forest School sessions will take place entirely outside in the wood whatever the weather. We will provide a shelter from the elements, but it is still important that your child wears clothes that are waterproof and warm and that are OK to get wet and muddy.

Your child should wear:

- Waterproof coat
- Waterproof trousers (if they own a pair)
- Wellington boots (or sturdy walking boots)
- Comfortable long trousers
- Comfortable, warm long sleeved top or fleece
- Long sleeved T-shirt.
- Thick socks if the weather's cold - thermal if possible or two pairs of thinner ones

6. School Parent Agreement:

School	The Family	The child
We will aim to work in partnership with parents and carers to :-	I/we will aim to work in partnership with the school and its staff to:-	I will aim to follow the rules of the forest:-
provide high quality teaching & learning through a broad and balanced curriculum	ensure that my child will attend school regularly and on time	I will be gentle
▪ value each child as an individual	ensure that my child is equipped appropriately for Forest School	I will be kind
understand that each child has their own learning style	let the school know about any concerns and problems which might affect my child's behaviour or progress	I will try my best
▪ encourage each child to achieve their personal best in all areas	support my child in opportunities for learning at home	I will be honest
▪ provide opportunities for children to learn and practice new skills	attend parent consultations and discussions about my child's progress and school life	I will listen to others
		I will look after living things

encourage collaborative learning	support the school policies and their rules for promoting good behaviour.	
encourage children to take risks in their own learning	respond promptly to school correspondence	
provide a high ratio of adults to children	To attend the children's celebration of Forest Learning in the Forest	
ensure all adults working with our children are fit to do so		
Signed: Dated:	Signed: Dated:	Signed: Dated:

7. Helper Agreement

I _____ (volunteer at Coningsby St Michael's Forest School)

have read and understood all that is stated in this handbook and had the opportunity to have any questions answered about its contents or my role.

I understand that the Forest Leaders are in charge of the activities within the session, and have read the relevant risk assessment for the activities to take place during my session. I have provided my medical and emergency details to th

Signed _____

Dated_____