

# Forest School

At Coningsby St Michaels primary school.



Where every child is given: The courage to try, the resilience to keep on trying, the freedom to explore and the compassion to care.

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# Welcome to our Forest school area. The Mystical Garden

We are lucky enough to have and the most amazing outdoor learning spaces to run our forest school sessions in.



## The woodland area

The Mystical Garden has a little woodland area which is perfect for den building and a good old-fashioned game of hide and seek. The Trees are Elderflower, Apple and Holly. The trees are checked constantly by The Forest School leader- and undergo a three yearly site survey- for safety and dead wood removal thus ensuring safety for all that take part in Forest School sessions. We also use this area for tool work, craft projects and for creating some wonderful mud recipes in our onsite 'Big Mud Kitchen.'



**The Outdoor Classroom** The outdoor classroom offers a dry place to work if the weather suddenly changes. It has enough seats to accommodate two classes of children comfortably.



**The Fire Pit.** Our fire pit area is a great place for keeping us warm and for cooking on. Marshmallows, toast and hot chocolate are the top of the list of favorites. It also is designed to allow maximum safety to all.

**The Cave and dry riverbed.** Our cave offers the perfect place to hide out or sit in and tell a story (or two). We hope to be able to soon turn our dry riverbed into a real nature pond. It also is home to one of our two bridges.



**The Chickens and goats-**We have three school chickens on site (all of which roam free) all our school chickens are named after flowers we currently have Lavender, Marigold and Buttercup on site. They are super friendly and enjoy nothing better than having a cuddle and feeding from your hand and in return they lay us the yummiest eggs. They can often be seen roaming freely around our site (except during snack time- they have been known to steal a snack or two).

We also have two pygmy goats in the mystical garden called Jammie and Dodger. They are cared for by a wonderful team of staff and children that ensure that they are fed and happy not only during school hours but also the school holidays. Jammie and Dodger love nothing more than sitting in the sun and watching the goings on of a forest school session.

# Children's Kit List

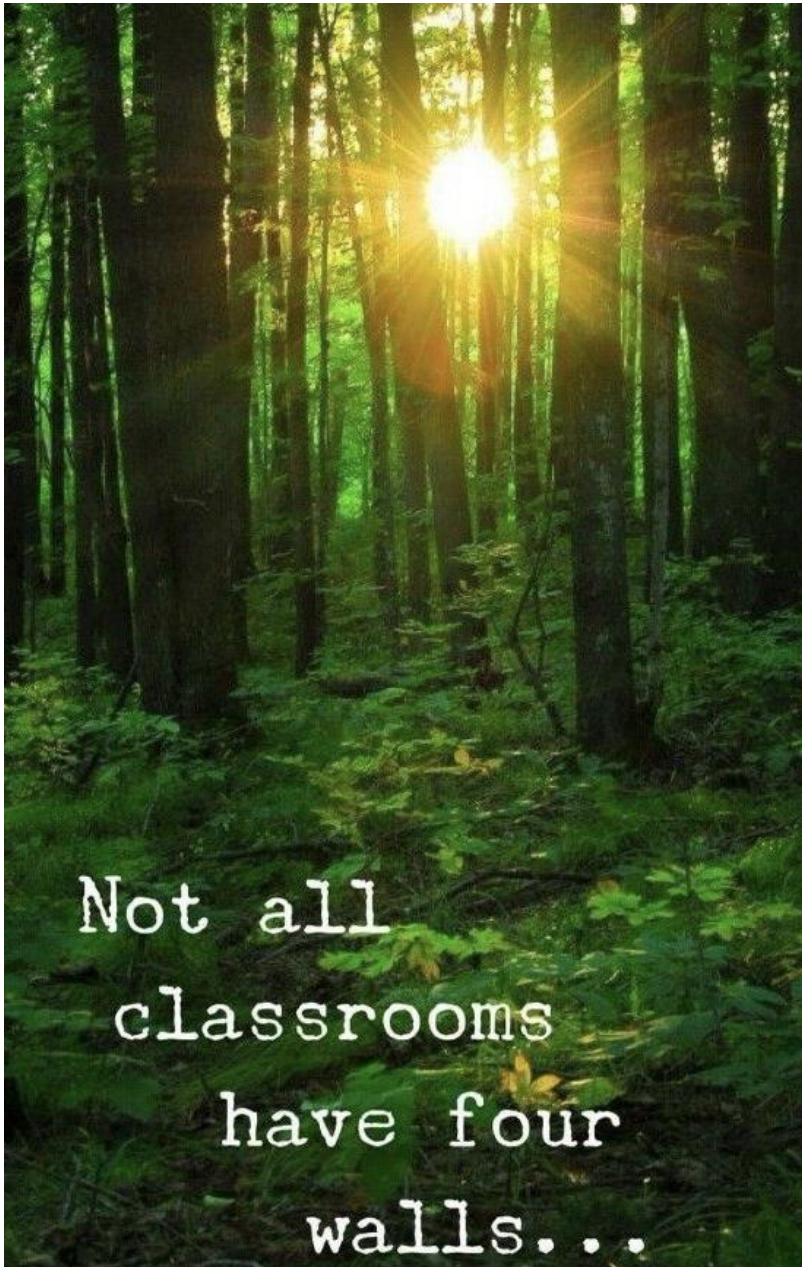
*There is no such thing as bad weather only bad clothing.*

Our forest school sessions are designed to be interactive and fun- we encourage muddy and wet play. Our forest school sessions go ahead in most weather conditions so appropriate clothing is essential. Where possible this Kit should be provided from home. We are lucky enough to have been chosen to receive forest school kits from The Outdoor Guide Foundation. Therefore, if a child comes to school having forgotten their kit, they will be allowed to borrow one of these fantastic waterproof kits.

| Autumn/Winter term  | Spring/summer term  |
|---|---|
| <p><u>Essential items</u></p> <ul style="list-style-type: none"> <li>• Welly boots/or waterproof walking boots</li> <li>• Warm waterproof coat with a hood</li> <li>• Trousers (ideally pull-on waterproof ones)</li> <li>• Jumpers</li> <li>• Spare pair of warm socks</li> </ul> <p><u>Optional items</u></p> <ul style="list-style-type: none"> <li>• Warm Gloves, hats and scarves</li> </ul> | <p><u>Essential items</u></p> <ul style="list-style-type: none"> <li>• Welly boots/or waterproof walking boots</li> <li>• Lightweight waterproof coat</li> <li>• Trousers</li> <li>• Sun hat</li> </ul> <p><u>Optional items</u></p> <ul style="list-style-type: none"> <li>• Sun cream</li> </ul> <p>Please note that due the nature of forest shorts are not advisable.</p> |



# About forest school



## What is a forest school?

A forest school is a child led outdoor education which allows children to visit and explore natural spaces to help build and develop social and technical skills that they need to succeed within the classroom.

The forest school approach to learning follows the follows 6 principles:

- 1) It should be long term, regular and continuous.
- 2) Learning should always take place in the open air ideally in a safe woodland or natural environment and should never be dependent on weather.
- 3) Good forest school session will take a holistic approach, building on self-confidence, self-esteem, wellbeing, social and physical development and should always allow every child a voice (even those that find communication tricky).
- 4) There should be ample opportunities for the child to take 'calculated risks' so should have a high adult to child ratio.
- 5) Each session should always be run by a qualified practitioner. Learning should always be child led with the practitioner only stepping in when necessary.
- 6) Learning should be personalised to each child where they are given opportunities to evolve their play from session to session. Any activities that are offered should not be made compulsory and only seen as a recommendation.

# Our Forest School Sessions

## Our aims during a forest school session at Coningsby St Michaels

- To give every child at Coningsby St Michaels the opportunity to take ownership of their learning.
- To develop practical skills
- To build self-esteem, confidence and a positive mind-set by providing achievable yet challenging task.
- To provide a bespoke delivery of the session where every child's individual learning style is met.
- To develop social and team building skills, thus enabling the child to work better within group activities within the classroom.
- To provide a secure happy and welcoming environment where children feel challenged, relaxed and inspired.
- Provoke curiosity that encourages further exploration.



All children learn through exploration and play that is purposeful. Every child at Coningsby St Michaels will have the opportunities to attend several Forest School sessions during their time here, from EYFS all the way up to Year 6. We believe that all outdoor opportunities and experiences provide the greatest opportunities for children to develop their whole person while learning about the whole world around them. Individualism is always respected, encouraged and valued. We offer full exclusivity by drawing up detailed risk assessments with the parents so that all parties are comfortable, happy with all needs being met.



During our forest school sessions, the children will be given the opportunity to follow the Wild passport program. This is a wonderful resource that allows the child to develop and build on their skills from beginner all the way up to expert. They will all be given their own passport where they will track and evidence each skill they have learnt and how well they have progressed with it. The wild passport is an outdoor learning curriculum that enables us to evidence learner progression and link it back to the class where applicable.

Wild passport is an accredited resource by the institute of outdoor learning.



# Our Wild Passport Levels

Forest School is not a curriculum subject but so much of it is instilled during our Forest School sessions by giving the children knowledge and skills they can take back to their classrooms. We don't tell them, but provide tools and learning opportunities to discover for themselves.

We have carefully selected our skills for the levels from a fantastic accredited resource called the wild passport. The final targets for each level were then based on pupil voice and skills that we feel enhance our school Science, Art and Design and P.E curriculum, thus giving children the opportunity to transfer skills beyond the classroom. By creating mini projects, we enable the children to learn through revisiting, reinforcing and consolidating their learning throughout the Forest School programme.



## Apple tree

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| <p>To learn to tie a clove hitch knot.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>Learner can work with partner to design and create a friendship bracelet.</li> </ul>  |
| <p>Curriculum links:</p> <p><b>Art and design:</b> experimentation with different colours to create varying contrasts and opposites using the colour wheel.</p>  |
| <p>To make mini shelters for bugs or woodland creatures.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>Learner understands the importance of shelters for living creatures.</li> <li>Learner can demonstrate their understanding and explain their decisions to build where, why and how they have.</li> </ul>   |
| <p>Curriculum links</p> <p><b>Science:</b> experimenting with different materials and deciding on the most appropriate.</p> <p><b>Art and Design:</b> structural and use of tools to gauge and measure sizes</p>   |
| <p>To identify mini beasts.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>Learner can suggest several places to find certain mini beasts.</li> <li>Learner can successfully identify mini beasts and support this with evidence</li> </ul>   |
| <p>Curriculum links</p> <p><b>Science:</b> animals, habitats. Living things, food chains and identification</p> <p><b>Ict:</b> technology for identification</p> <p><b>Reading:</b> using non- fiction books to identify</p>   |
| <p>To identify the trees within the mystical garden.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>Learner can successfully identify one tree in any season and support this with evidence they have found i.e., books, ground computers.</li> </ul>   |
| <p>Curriculum links</p> <p><b>Science:</b> plants, seasonal changes, habitats, life cycles</p> <p><b>Ict:</b> technology for identification</p> <p><b>Reading:</b> using non- fiction books to identify</p>  |
| <p>To identify the season, we are in and list at least 3 signs off.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>Learner can successfully identify three differences between seasons.</li> <li>Learner can identify the season we are in and support this with evidence.</li> </ul>   |
| <p>Curriculum links</p> <p><b>Science:</b> seasonal changes and how they affect the landscape</p> <p><b>Geography:</b> landscapes</p>  |
| <p>To be able to use tools safely.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>Learner can understand the importance of safe tool use.</li> <li>Can talk about the parts of a tool and how to safely use it</li> </ul>   |
| <p>Curriculum links</p> <p><b>Design and technology:</b></p>   |
| <p>To demonstrate fire circle etiquette and help cook on the fire.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>Learner understands the importance of following the fire circle rules and can explain why we have these guidelines.</li> <li>Learner can show understanding by sitting and moving around the fire pit area.</li> <li>Learner can adopt the correct Kneeling posture for being close to the fire.</li> <li>Learner can identify what is needed in the fire pit area i.e., water</li> </ul> |
| <p>Curriculum links</p> <p><b>Science:</b> states of matter, properties and changes of materials. Fire triangle</p>  |

## Hazel tree

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| <p>To learn to make friendship bracelets.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>Learner can work with a partner/group</li> </ul>   |
| <p>Curriculum links:</p> <p><b>Design and Technology:</b></p> <p><b>Math:</b> measurements</p>   |
| <p>To build a shelter suitable for themselves and a friend</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>Learner can incorporate a simple shelter into den building.</li> <li>Learner can select appropriate materials and construction techniques.</li> <li>Learner can work with a partner.</li> </ul>   |
| <p>Curriculum links</p> <p><b>Science:</b> experimenting with different materials and deciding on the most appropriate.</p> <p><b>Art and Design:</b> structural and use of tools to gauge and measure sizes.</p> <p><b>PE:</b> lifting and moving</p>   |
| <p>To identify different habitats</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>Learner can identify different animal habitats.</li> <li>Learner can explain the benefits of a creature living in their specific habitat</li> </ul>  |
| <p>Curriculum links</p> <p><b>Science:</b> animals, habitats. Living things, food chains and identification</p> <p><b>Ict:</b> technology for identification and research</p> <p><b>Reading:</b> using non- fiction books to identify</p>  |
| <p>To observe and capture an animal on a wildlife camera or view from hide.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>Learner can identify a suitable place to build a hide or place a wildlife camera.</li> <li>Learner can capture an image of an animal on a camera or iPad.</li> <li>Learner can use a hide to watch animals</li> </ul>                                    |
| <p>Curriculum links</p> <p><b>Science:</b> animals, habitats and living things</p> <p><b>Geography:</b> landscapes</p> <p><b>ICT:</b> using a camera and technologies</p>  |
| <p>To be able to use tools safely.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>Learner can understand the importance of safe tool use.</li> <li>Can talk about the parts of a tool and how to safely use it.</li> </ul>  |
| <p>Curriculum links</p> <p><b>Design and technology:</b> design, create and make.</p>  |
| <p>To produce fire sparks from a fire steel, help create a fire and cook on a stick.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>Learner can follow the fire circle rules and can demonstrate why we have these guidelines.</li> <li>Learner can consistently create sparks with a fire steel.</li> <li>Learner can successfully build a fire lay as part of a group.</li> </ul> |
| <p>Curriculum links</p> <p><b>Science:</b> states of matter, properties and changes of materials. Fire triangle and forces.</p> <p><b>Design and Technology:</b> Cooking, ingredients, and nutrition</p>   |

## Silver birch

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| <p>To learn to tie a Tipi lashing.<br/>Success criteria:</p> <ul style="list-style-type: none"> <li>• Learner can successfully tie a Tipi lashing.</li> <li>• Learner can make different height tripods</li> </ul>   |
| <p>Curriculum links:<br/><b>Design and Technology:</b> designing and planning.<br/><b>Math:</b> measurements<br/><b>English:</b> following and reading instructions</p>  |
| <p>To build a tipi frame<br/>Success criteria:</p> <ul style="list-style-type: none"> <li>• Learner can understand and explain the benefits of using a Tipi shelter.</li> <li>• Learner can successfully build a Tipi</li> </ul>   |
| <p>Curriculum links<br/><b>Science:</b> experimenting with different materials and deciding on the most appropriate.<br/><b>Art and Design:</b> structural and use of tools<br/><b>Math:</b> gauge and measure sizes</p>   |
| <p>To build a bird feeder<br/>Success criteria:</p> <ul style="list-style-type: none"> <li>• Learner can make and build a bird feeder.</li> <li>• Learner can decide on an appropriate place for the bird feeder to go</li> </ul>  |
| <p>Curriculum links<br/><b>Science:</b> animals, habitats. Living things, food chains and identification<br/><b>Design and Technology:</b> designing and making. Materials.</p>  |
| <p>To identify and spot at least 3 types of birds.<br/>Success criteria:</p> <ul style="list-style-type: none"> <li>• Learner can take appropriate steps to aid in the observations of a bird.</li> <li>• Learner can note specific details about observed species.</li> <li>• Learner can accurately identify three different species of bird and support this with evidence.</li> </ul>  |
| <p>Curriculum links<br/><b>Science:</b> plants, seasonal changes, habitats, life cycles<br/><b>Ict:</b> technology for identification<br/><b>Reading:</b> using non-fiction books to identify</p>  |
| <p>To create a fire lay in the firepit and cook as part of a small group.<br/>Success criteria:</p> <ul style="list-style-type: none"> <li>• Learner understands the importance of following the fire circle rules and can explain why we have these guidelines.</li> <li>• Learner can show understanding by sitting and moving around the fire pit area safely.</li> <li>• Learner can adopt the correct kneeling posture for being close to the fire.</li> <li>• Learner can identify what is needed in the fire pit area i.e., water, fire gloves, fire blanket and dry wood.</li> </ul> |
| <p>Curriculum links<br/><b>Science:</b> states of matter, properties and changes of materials. Fire triangle and forces.</p>   |

## Sycamore tree

To learn to tie a Timber Hitch to put up a hammock.

Success criteria:

- Learner can successfully tie a Timber Hitch.
- Learner can work with a partner/group.

Curriculum links:

**PE:** lifting and moving

**Design and Technology:**

**Math:** measurements

**Science:** everyday materials

To use different lashing techniques to join two sticks together.

Success criteria:

- learner can tie two or more pieces of string together and create a frame

Curriculum links:

**Design and technology**

**Math:** measurements

To be able to cook a simple dish on the fire and follow the ‘‘leave no trace’’ principles.

Success criteria:

- Learner can select and gather appropriate fire making materials.
- Learner can successfully build a Tipi, Waffle or Log house fire lay.

Curriculum links

**Science:** States of matter, properties, and changes of material.

To be able to identify parts of a tree.

Success criteria:

- Learner can identify parts of a tree.
- Learner can name several trees.
- Learner can notice and compare tree parts in different species.

Curriculum links

**Science:** Plants

**Math:** Number recognition and shapes.

To create a god’s eye weave or use the weaving looms independently.

Success criteria:

- To use wool to weave patterns.
- To be able to change the colour of the wool on their weave.

Curriculum links

**Art and design:**

**Design technology:**

## Oak tree

To create and demonstrate a range of knots with names.

Success criteria:

- Learner can successfully tie a range of different knots (Timber, Clove, Reef, figure of 8)
- Learner can name the knots they know.
- Learner can explain the best use for different knots

Curriculum links:

**Design and Technology**

**Math**

To be able to clean, check and coil rope and store safely.

Success criteria

- Learner can coil the rope and identify flaws in its structure.

Curriculum links:

**Science:** material decomposition

To plan as part of a group, a meal to cook on fire. Listing ingredients, equipment and methods needed.

Success criteria:

- Learner can successfully cook a simple dish on a fire.
- Learner can use fire etiquette.
- Learner can demonstrate the “No trace” procedure.

Curriculum links

**Science:** States of matter, properties and changes of materials

**Cooking and nutrition.**

**Math:** measurements

To be able to identify three edible wild plants that are safe to eat.

Success criteria:

- Learner can identify three different wild edibles.
- Learner can responsibly harvest wild edibles.

Curriculum links

**Science:** Plants and season changes.

# Our Forest School Art and Design Topics

## To create using clay

Throughout the children's time at forest school, they will learn a range of different clay making skills.

## To use Hapazome to create prints

Year 1 and 2: by the end of year 2 the children should be able to get the leaves natural dye to produce a print and be able to tell which leaves work best and why.

Year 3 and 4: by the end of year 4 the children should be able to create a full print with clear outlines, be able to identify the leaf they have used and talk about what season was more successful.

Year 5: to plan and design a picture natural dyes and prints.

## To whittle wood

Year 1 and 2: by the end of year two the children will be able to use a peeler to peel and cut vegetables for the chicken and goats. They will also be able to peel bark from willow branches using a peeler and then decorate them to make wands.

Year 3 and 4: by the end of year 4 the children will be able to use a sheaf knife and other whittling tools to make woodland gnome out of a stick. They will be able to experiment with how tools make different cuts.

Year 5: to attempt to whittle a basic mouse using a variation of tools and cuts.

## To sketch from life

throughout their time in forest school all year groups will look at sketching from life they will experiment with different thickness in drawing; use different grades of pencils and charcoal; explore creating tones and textures to create moods and feelings.

## To make wooden objects using tools

Year 1 and 2: by the end of year 2 the children should be able to sand glue and hammer and joining different materials together.

Year 3 and 4: by the end of year 4 the children should be able to sand a completely smooth wooden surface, hammer, saw and attach wood at different angles.

Year 5: to use all the above skills and add a movement element in their creation.

## To explore the seasonal colour wheel.

Throughout their forest school time the children will work with seasonal wheel charts using seasonal flora and fauna to create a variety of different crafts

# Policies

Our forest school session will run under the same policies and procedures as set by Coningsby St Michaels and LAAT. Where there is no policy in place, please see this handbook. All up to date full policies can be found either at [www.coningsbyprimary.co.uk](http://www.coningsbyprimary.co.uk) or, where relevant to forest school practice in this booklet. We have listed all the policies below and highlighted relevant areas that will be specific to our forest school sessions.

## Access and Disability

### Equality and diversity policy

### Admissions Policy

Forest school is an inclusive education that all children within our school will be able to take part in regardless of disability or needs. The Mystical Garden is mostly wheelchair accessible apart from into the outdoor classroom where the ramp will be made available where the need arises. Forest school is fully inclusive- this means that from time-to-time parents and carers may be asked to meet with the forest school leader and class teacher to create a risk assessment document. This document is legally binding and must be followed accordingly- updates and changes can be requested.

## Anti-bullying policy

## Complaints policy

## Critical incident policy

## Educational visits policy

Sometimes we may wish to carry out our forest school sessions in woodlands that are local to Coningsby and the surrounding area, parents will be asked to sign consent forms with at least 1 weeks' notice. Consents will be sent via parent mail or paper copy for those that have requested this option. As with all letters a paper copy can be found at the main office.

## Positive handling policy 2016

In line with the school policy any child that appears to be in crisis and putting themselves or others in danger will be removed from that session and given time out in a safe place, they will of course be welcomed back into the session if deemed appropriate.

## Safeguarding and child protection policy 2019

Due to the nature of forest school sessions and the trust that is built up with each individual when delivering these sessions information may be divulged to adults all such incidents will be tracked and recorded as per policy.

## Forest school session policy and procedures

### Fire safety policy and procedures

- The fires within the Mystical Garden will only take place in the designated fire pit area and children will all sit within the fire pit circle on the provided log seating.

- Children and adults taking part in forest school sessions will only be able to enter or leave the fire pit area by the designated entrance and exits, children will be reminded of this prior to each fire session.
- When the fire is lit walking or running within the seating circle is not permitted unless the adult lighting the fire has given authorization.
- If it is required for the children to move closer to the fire for cooking needs they will wear protective gloves, all hair must be tied back and any loose/dangling items of clothing tucked in or removed and be supported with this on either a 2:1 or a 1:1 basis apart from when using kebab sticks to toast with the ratio of children to adults will be 4:1.
- Water, fire blanket or sand will be available within the fire circle to put the fire out and a fire glove will be available nearby for adult and child use.
- A trained or insured member of staff will always light the fire unless, we are carrying out a learning activity where the learners are practicing using flint and steels.
- A lit fire will never be left unattended and will be always monitored by a member of staff from within the firepit area.
- A burns kit will be on site at all times and checked each time before the lighting of the fire.
- At the end of each session the fire will be extinguished by allowing to die down and then pouring water/sand on to it and the lid placed on the fire pit. A fire sign will also be hung on the mystical garden gate to inform other classes that the fire has been lit and that is likely to still be hot.
- In the case of burns first aid will be administered by the Forest school lead or another member of our first aid trained staff. Parents will be notified by text that this has taken place and CPOMS will be updated. Where needed, an ambulance will be called, and our accident and emergency procedures will be followed.

### Fire safety policy and procedures for disposal of waste, litter and food

- We always leave the site as we find it, especially when it comes to cooking on the fire.
- All cooking waste will be disposed of in the bin.
- Any recyclable materials will be collected separately.
- Equipment will be taken back to class where it will be washed in the classroom sink/staffroom sink.

### Campfire cooking policy and procedure.

Cooking on the campfire will be undertaken by the Forest school leader or learners as part of a cooking experience. The Food Hygiene Policy will be followed whenever cooking on a campfire, the staff will ensure that hands are clean all hair will be tied back, and loose clothing secured prior to cooking on a campfire. A risk assessment will be completed for all activities involving cooking on the campfire. Both Forest School Leaders hold an up-to-date Food Hygiene Certificate.

### Fire alarm Safety policy and procedure

Pupils to be informed of the fire drill:

- If the alarm sounds, stop and walk calmly to the Mystical Garden line up point- this is by bridge one.
- Do not collect your belongings.
- Use the path to walk to the playground.
- Line up quietly on the playground at the designated point.
- Answer yes clearly when your name is called.
- Wait for your next instruction.

### Administration of medicines policy and procedure

We will follow the school's guidelines and each child's individual care plan for this. If you feel that your child needs medication during the sessions, it is the parent/carers responsibility to inform office staff so appropriate care plans can be drawn up.

## Accident and emergency Policy and procedure

A full policy can be found on the school website with regards our accident and emergency procedures but highlighted below are some important points that require you to be fully aware of.

A full first aid kit and burns kit is held in the mystical garden all staff will be informed of its location when entering the site. It is the responsibility of the forest school leader and our first aid officer Tracy Philips to ensure that is well stocked.

**The Ambulance Service.** If an ambulance is required:

Forest school leaders will Dial 999

Tell the operator that you want the Ambulance Service. Give the school telephone number 01526 342312 Wait for the Ambulance Service to answer

Give the address where help is needed stating

Give any other necessary information. We will then phone school office to advise that an ambulance has been called. A member of staff will then wait at the top KS2 playground gate to open it and allow ambulance to drive down to mystical garden.

**The nearest doctor**

The nearest doctors to the school are at: Coningsby New Surgery Tel 01526 344544

**The nearest hospital**

The nearest hospital to the school is: Boston Pilgrim Tel 01205 364801

**Accompanying patients:**

In the event a patient needs accompanying to a location and an ambulance is not appropriate, two members of staff will accompany the patient, one driver and the first aider as a passenger. Permission must be sought from the parent/guardian unless they are not contactable.

**Recording Injuries**

Minor pupil injuries/ requiring first aid treatment will be recorded by the person administering the first aid on the Cpoms electronic system.

Where a child receives a bump to the head or injury to the face, a text message will be sent, or a phone call will be made to the parent by the school Office. If the child can, they will be accompanied to the office with either a school friend or member of staff to collect an ice pack. The children will take a forest school green medical slip to the office and hand to a member of office staff, so they are clear what has happened. The Forest school Leader will check that the child has returned to the mystical garden where they will sit in the outdoor classroom and follow head bump procedure.

Staff and visitor injuries are recorded in the Accident/Incident Report File located in the main school office.

All employee injuries and significant injuries to pupils will be recorded on a report form contained within the Accident/Incident and Significant Near Miss Policy, copies of which are available within the Accident/Incident Report file in the main office.

Significant injuries are those which require the person being taken directly to hospital. Contact the Health and Safety Team if in doubt about reporting procedures: 01522 836713. RIDDOR forms must also be completed please see the guidance from [www.hse.gov.uk](http://www.hse.gov.uk).

## Toileting procedure

- Before a Forest School session, children will be given the opportunity and encouraged to go to the toilet.
- Only a maximum of four children- two per forest school leader- will be allowed to leave the Mystical Garden for the toilet at a time (unless it is deemed an emergency or there is a medical issue in place) To monitor this children names will

be taken and added to the toilet log. When the child returns, they must go back to the forest school leader that gave them permission to go to cross their names of the toilet log.

- During a Forest School or outdoor learning session any child needing the toilet will be able to use their year group toilets back in school. EYFS can walk back to the classroom with a buddy, a member of staff will be situated within their classroom to assist- we are trialing a walkie talkie system where the classroom-based staff member will be advised that children are coming back into school. All other year groups will be able to walk themselves unless the child is new to the school in this circumstance a buddy system will be used until the child feels confident.
- If a child has a wetting or soiling accident, they will be changed in accordance with the Schools Personal Care Policy

## Handwashing

The mystical garden has no freshwater system for handwashing. We do however have rainwater barrels that can be used if the child wishes, we encourage the use of hand sanitizer if using this option. Any child that wishes to return to school to wash hands will be able to do so.

## Tool policy and procedures

NB This Policy is only for Forest School session ran by a qualified Forest school leader. The session may involve use of the following tools:

- Bow Saw
- Hand drill
- Clamps
- Wooden mallets
- Mora Knife
- Potato peelers
- Folding saws
- Hammers
- Power drills (upper KS2 only)

Tools are used under close supervision. With Ks2 children this is with a maximum of 1:4. 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 where the ratios will be up to a maximum of 1:4.

All tools when not being used are locked away in toolbox with a coded padlock that only the Forest school leaders have.

The Forest School Leaders are responsible for overseeing safe use and maintenance of all tools. A list of the items stored in the toolbox is kept in the box and at the end of each session each item is checked and ticked off.

## Animal care Policy and procedures

At Coningsby St Michaels animals are an important part of school family. We believe that they provide unique learning and wellbeing opportunities for our children. All animals that call Coningsby St Michaels their home will receive a high level of care during and outside of the school day. All animals within the school will be overseen by the lead animal welfare person who will ensure that all the animals needs are being met by:

1. Each morning a walk to see all the animals/pets is made to make sure that they are all in good health.
2. Ensuring that food and water levels are in good supply and that are ready for the children to top up if not.
3. Within the mystical garden chicken poo is removed from paths.
4. At the end of the school day another walk is made around the animals to make sure that fresh bedding, water and food has been supplied each day.
5. Animals will remain the property of the owner usually a class teacher or teaching assistant or the lead animal welfare person.

Our animal/pet code of conduct:

1. Show respect for animals and the places where they live.
2. Move quietly and slowly so you do not disturb animals.
3. When in the mystical garden ensure that all food waste is disposed of properly so that chickens and other animals that call it their home do not eat things that cause them harm
4. Only handle the animal when an adult is present.
5. Never kick hit harm or shout at the animal.
6. Hands should always be washed after any animal interaction.
7. No child is allowed to enter the goat enclosure.

# Communication

Parents and staff members will be kept up to date with these sessions through the following.

## Parents

- Class dojo app
- Schools text and email service
- School website
- Twitter page (if permission is granted by the parent/carer of the child)
- Phone calls
- Consent forms will be sent via parent mail or paper copy provided where requested.

## Staff

- Cpoms
- Email
- Face to face conversations
- Lesson plans

## Site manager

- Email
- Face to face conversations
- Site managers incident book

## Children

- Visual timetable where needed.
- Introduction before every session
- Face to face.

We are always on the lookout for volunteers to come and join and help at our sessions. Anyone interested in becoming a forest school volunteer should contact the school office via emailing [enquiries@csm.lincs.sch.uk](mailto:enquiries@csm.lincs.sch.uk)

If anyone would like to talk to the forest school leader with any concerns or suggestions, then this can be done by making an appointment via the school office or messaging the children's class teacher via class dojo.

# Meet the staff.

## Mrs. Gates

Mrs. Gates is qualified level three Forest school leader and has been delivering forest school sessions at Coningsby St Michaels for three years but has overseen maintaining the Mystical Garden for around 5 years. She has recently qualified as a therapeutic forest therapist. Mrs Gates leads our animal care volunteers ensuring that our school animals receive the highest level of care.

## Mrs. Bland

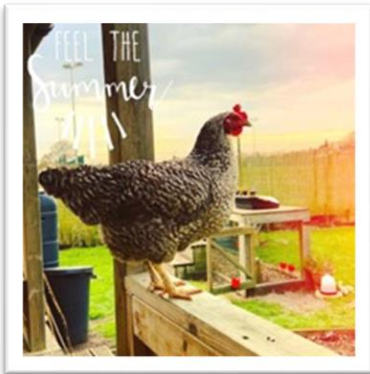
Mrs. Bland joined our Forest school team as a volunteer and very quickly found a passion for all things forest school. She has recently submitted her portfolio so is now officially a level 3 Forest School leader. She is also one of our animal care volunteers offering her time at the weekends and school holidays to ensure that our school animals receive the highest level of care.

## Miss. Large

Miss Large helps run our Forest school after school clubs. She is also one of our school animal care and Mystical Garden volunteers offering her time at the weekends and school holidays to ensure all our school animals receive the highest level of care.

# Our over the rainbow Animals

Here are the animals that we have loved and sadly lost at Coningsby St Michaels.



*Daisy*



| Date                       | Name                     | Updates made  | Checked/approved                       |
|----------------------------|--------------------------|---|--|
| 15/12/2021                 | Eve Gates<br>Emma Wasley | Pictures and items added to kit list.<br>Wild Passport levels added.<br>Our Aims updated.<br>Art and Design topics added.<br>Meet the staff updated.<br>Handwashing Policy changed. |  |
| 06/07/2022                 | Emma Wasley<br>Eve Gates | Wild passport Levels  |  |
| October 2022               | Eve and Emma Wasley      | art level updated and wild passport levels corrected  |  |
| November 2022              | Eve Gates                | staff page updated  |  |
| March 1 <sup>st</sup> 2023 | Eve Gates                | Art levels updated  |  |
|                            |                          | Wording updated throughout, pictures changed and added, policy read and updated (fire, admissions and animal care)  |  |
| September 2023             | Eve Gates, Lauren bland  | Wild passport and art Levels updated to work alongside combined year groups.<br><br>Animal photos updated.<br>Policies in this handbook checked and updated.                        | <b>Checked by:</b><br><br>Lauren Bland |