




COLESHILL *C of E* PRIMARY SCHOOL AND **NURSERY**

Outdoor Learning Handbook and Forest Schools Policy

With God's love, we grow and flourish together

Policy developed by: Gayle Fenner
Committee: Local Academy Board
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Chair of committee signature:
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Reviews

Date of Review	Chair of LAB
February 2027	

Our School Vision

With God's love, we grow and flourish together

Our vision is for a vibrant, connected, inclusive school where curiosity runs wild, nature inspires learning, and kindness shapes choices, interactions and relationships. Rooted in our Christian faith, we will nurture joy and resilience in everyone, so that they flourish as unique individuals, knowing what it is to belong and to be loved. Confidence, creativity and hope will shape thoughtful, responsible citizens who can make a difference in our world.

Our Values

Our policies are based on Christian values. Pupils will be taught and encouraged to lead by example guided by the values of honesty, respect, kindness, perseverance, self-control and forgiveness.



Honesty

With God's love, we are truthful so we can be trusted and grow in wisdom.

"Speaking the truth in love" (Ephesians 4: 15)



Kindness

With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.

"Clothe yourselves with kindness, humility, gentleness and patience" (Colossians 3: 12)



Respect

With God's love, we care for others, ourselves and our school, so we listen and use good manners.

"In humility, value others above yourselves" (Philippians 2: 3)



Perseverance

With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.

"Perseverance (produces) character and character, hope" (Romans 5: 4)



Self-Control

With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.

"The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5: 22)



Forgiveness

With God's love, we choose to forgive and let things go, accepting when someone is sorry so we can build bridges and form trusting relationships

"Forgive us our sins as we forgive those who sin against us" (Luke 11:4)

Our Curriculum Aims

Our vibrant curriculum is rooted, connected and inclusive. It is shaped by our Christian vision and values and our commitment to continuous improvement. Founded in a culture of love, dignity and belonging, it ensures every child feels safe, known and valued. The curriculum provides rich, purposeful experiences that foster curiosity, joy, creativity and high aspirations. Learning is planned to build meaningful connections across subjects and community contexts, ensuring coherence and relevance. We challenge every child to be ambitious and achieve their very best, developing the confidence and resilience needed to reach their full potential. Our curriculum is designed to prepare children with the knowledge, skills and wisdom they need to thrive as responsible, hopeful citizens in our diverse and changing world.

Our Curriculum Drivers



Vibrant

- Provide rich engaging and creative learning experiences that inspire curiosity, enjoyment, and a lifelong love of learning.
- Foster imagination, independence and critical thinking through practical activities, enrichment opportunities, celebrations, and educational visits.
- Inspire learning through aspirational expectations that encourage resilience and pride in achievement.



Rooted

- Ground learning in our Christian vision and values, providing strong foundations for life and learning.
- Nurture character, wellbeing, spiritual and moral development, promoting compassion, respect and dignity for all.
- Champion sustainability and stewardship, encouraging children to care for the world around them.



Connected

- Design learning that is carefully sequenced and coherently linked across subjects and themes
- Help children build knowledge progressively and see relevance through real life and community contexts.
- Foster a strong sense of belonging and responsibility within school and the wider local and global community.



Inclusive

- Ensure every child feels welcomed, valued, and able to succeed by identifying and removing barriers to learning.
- Adapt teaching to meet diverse needs and celebrate the uniqueness of every child.
- Promote equity, diversity, and active compassion, so all children can flourish and contribute positively to society.

Section 1: Introduction to Outdoor Learning & Forest School

Coleshill C of E Primary Forest School was established in September 2024. The Forest School idea grew from leader's desire to provide an outdoor learning programme to enrich children's experience at the newly branded 'GREEN' school through holistic experiences in a nature setting. It utilises two adaptable spaces in the school grounds: a small woodland (the Copse and Prayer Shelter) and a larger, previously underused elevated area at the top of the school field (the New Forest).

The Aim of the Forest School at Coleshill C of E Primary (CPS) is to promote the wellbeing of participants, develop confidence, resilience, independence, creativity and emotional literacy and to facilitate a lifelong love and understanding of the natural environment.

This aim will be achieved through the following Objectives.

- Forest School sessions delivered regularly through all seasons.
- The Forest School principles are detailed in full in this handbook.
- Forest School is purely focused on the needs of the participant and their all-round development e.g. Physical, Social & Emotional, Intellectual and positive communication.

This is delivered through a supported play process.

- Outdoor learning / Environmental education lessons delivered as curriculum support to all age groups. These sessions will be linked to curriculum outcomes and may be one off or short-term projects. They will allow participants to learn in context and may involve practical / hand on learning.
- understanding how we can improve & support the wellbeing of our participants. The 5 steps to wellbeing are, be physically active, connect with others, give to others, notice what is around us, and learn new skills.
- Sustainable management of the Woodland & Outdoor area.
- Appropriate risks (physical & emotional) will be allowed for all participants, with Risk Benefit assessments underpinning this approach.

At Coleshill C of E Primary School, we deliver our Forest School in the Copse and New Forest areas, situated within the school grounds. This has been sustainably managed and made suitable for Forest School activities by the Site Manager & school staff. The woodland environment allows children to experience an outdoor setting which is something new or unfamiliar for many of them.

1 Principles and criteria for good practice

The Forest School ethos has six principles, 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 Forest School programme has a structure which is based on the observations and collaborative work between learners and practitioners. This structure should clearly demonstrate progression of learning.
- 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.

- 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.
- 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.

Principle 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.
- There is a high ratio of practitioner/adults to learners.
- 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.
- 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.

Principle 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 Practitioner 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 / Outdoor Learning staff.

Forest School Staff:

- Mrs Michaela Thompson (HLTA), L3 Forest School Leader in training
- Mrs Gayle Fenner (L2TA) L3 Forest School Assistant

Role of the Forest School Leader:

Our aim as Forest School leaders is to -

- **Create a positive learning community.** Create a safe space for all participants, where all are valued, listened to and supported. Model community values at all times. Be willing to share good practice.
- **Promote Wellbeing.** Focus on Holistic development. Inclusive practice and adapting plans to individual needs. Facilitate nature connection.
- **Be an advocate for Play.** Allow free play & choice at all times. Promote the FS ethos to other stakeholders eg. parents, teachers etc. Keeping curriculum demands and adult agendas at bay.
- **Nurture Nature.** Caring for living things, modelling sustainable practice. Leave no trace. Conduct surveys and sustainable management.
- **Assess Risks.** Understand Risk/benefits. Allow Risky play opportunities. Encourage participant to assess their own risks. Tool and equipment maintenance. Use appropriate areas and boundaries. Be aware of Weather warnings. Be aware of natural hazards.
- **Planning and Reflecting.** Providing appropriate resources depending on interests. Creating invitations to Play. Reflecting on own practice. Encouraging participants to reflect on their own development. Being flexible/ 'in the moment' planning.

Environmental Impact

Every activity carried out in the outdoors will have an impact on the immediate environment. We plan to keep this impact to a minimum. With multiple sessions being delivered each week throughout the year, this issue needs to be managed rigorously.

The New Forest is an area of sparsely planted mature broadleaf woodland with 23 newly planted native saplings extending to approximately a quarter of an acre, with an amphitheatre shaped fire circle area. The Copse is an area of mature native woodland of approximately 1/8th of an acre, with an enclosed Prayer Space. The impact on these areas could be considerable, especially if more activities are delivered as planned. In order to prevent the area deteriorating over time due to heavy use, the following safeguards have been put into place:

- The Copse has existing all weather paths which are in use, to reduce the impact of erosion. Paths are maintained and cleared by site staff to ensure access for all.
- There are plans to introduce all- weather paths in the New Forest, as part of the development of the site.
- Soil conditions in the Copse and the New Forest are regularly monitored to prevent erosion. Sessions are rotated between the two areas; the Copse is utilised during inclement weather.
- Work areas to be rotated in use. These are areas of high impact & wear. We recommend a seasonal rotation.

Areas of non-intervention (out of bounds / dead hedges /signed habitat piles) to provide an undisturbed habitat for Invertebrates, birds, mammals.

Resource areas to be developed for use by children, ideally – den building poles, mini-beast hunting areas, logs for tool work, fire wood etc.

Paths & desire lines to be monitored – introduce wood chip for areas of wear.

Close paths & areas if necessary.

Dead wood arising from diseased trees and tree works to be left in situ.

LEAVE NO TRACE, all man-made or introduced items to be removed from the Woods after EVERY session.

Section 2: Policies and Procedures

The following policies & procedures are the minimum requirements for the safe running of Forest School Activities. They are in addition to the main school policies and do not replace them.

All members of staff and volunteer helpers have a duty to follow these policies and will be made familiar with the contents of this booklet before working in the Woodland. The Forest School Leaders / Coordinator has a duty to ensure necessary people have access to this booklet.

Policies located in this handbook are as follows:

1. Forest School site
2. Daily operating procedure
3. Lost & Missing child procedure
4. Safeguarding procedure
5. Behaviour
6. Clothing Policy
7. Healthy Eating Policy
8. Equal Opportunities at Forest School
9. Fire Safety
10. Hand Tool Safety
11. Play policy & Loose parts.
12. Health and Safety (Forest School Addendum)
13. Emergency Procedures Policy

14. Risk Benefit Assessment
15. Toileting
16. Volunteers

The Forest School Site

- Groups will be taught to use the woodland with respect. At the end of each programme the site should be returned to its original state.
- All constructions and creations will be taken down on a seasonal basis.
- Imported items will be tidied or removed after each session. All litter will be removed after each session.
- Management plans for sites will be followed and shared if appropriate with participants.

Daily operating procedure

What to do before each session;

- FS Leader or Assistant to check that all risk assessments are in place, particularly the daily risk assessment and carry out appropriate tasks.
- FS Leader or Assistant to complete equipment check prior to each session, this includes damage to loose parts kit.
- FS Leader or Assistant to undertake a site sweep before the start of each session.

What to do during the session;

- Dynamic risk assessment – weather, behaviour, safety, activities by Forest School Leader.
- Head count referring to Forest School register taken at the beginning of each session and amended as necessary.
- Two two-way radios to be carried by Forest School Staff, to communicate with each other and SLT if needed.

What to do after the session;

- Site must be left with no rubbish or equipment or remains of campfire.
- All resources returned and stored.
- Tool

Check.

Lost or Missing Child Procedure.

In case of a lost or missing child:

- Make an immediate search of the area using whistle '1, 2, 3 where are you?', sticky elbows.
- Ensure the safety of the rest of the group and keep them together.
- If it is discovered that a child is missing from the group, the following emergency procedure will be implemented.
- Activity for the rest of the group shall be suspended and children will return to the shelter in the centre of the woods or to the classroom.
- The School Management Team should be informed immediately via one of the two two-way radios carried.
- A thorough site search will be undertaken.
- The decision to alert the police & parents will only be made by a member of senior management.

Emergency services 999

Safeguarding policy.

It is important to note that all adults working in Forest School sessions must be aware that children may become more confident, feel secure and develop risk taking during Forest School. In these

circumstances they may be more likely to make a disclosure about a child protection issue. In these circumstances the following procedure must be followed:

Receive.

- Never promise to keep a disclosure a secret.
- Don't interrupt the disclosure
- Give them time

Reassure.

- Assure the child that they have done the right thing in talking to you and you will speak to someone to get help.

React.

- Listen to the child but never ask leading questions.
- Do not ask the child to repeat the accusation, it is your responsibility to report.

Record.

- As soon as possible using CPOMS.

Refer.

- Immediately inform the Designated / Deputy senior person for child protection or the Deputy Child Protection Officer as soon as possible after the event.

Designated Safeguarding Lead: Mrs Currin

Designated Safeguarding Deputies: Mrs Rutherford, Mrs Hodges, Mrs Holt, Mrs Thompson

Forest School Behaviour Policy

Coleshill C of E Primary Forest School aims to:

- Build self-esteem, independence, motivation to learn whilst always maintaining a safe environment.
- Promote awareness, respect and care for other individuals and for the natural environment.
- Reinforce collaborative behaviour.
- Develop continuity of expectations and approach to behaviour managed both inside and outside of CPS.
- Develop awareness of our own behaviours and their effect on others.
- Enable the children to develop a sense of pride in their achievements.

The following 3 rules are used as part of Forest School delivery

- **Look after yourself**
- **Look after each other**
- **Look after Nature (the environment)**

These rules are discussed with children at every session, with the assistance of visual aids on wood cookies. Children self-assess to see if they have followed the rules, these are also used as a review tool at the end of sessions.

Sanctions

If the 3 rules of Forest School are not followed, sanctions may need to be given. For older children (KS2) part of the process is for them to discuss and agree what these are in advance of sessions. A restorative process will also be facilitated in the case of disputes.

The Forest School leader will ensure the following steps are adhered to.

- The Forest School leader or volunteer will try to re-engage children in all instances
- However, if the child's actions are placing the group or an individual at risk then the child will be dealt with in the following manner:
- Child will be asked to sit quietly in the Prayer Space/skills area or will be escorted back to their classroom.
- The Forest School team will discuss next steps for that individual, involving the children / group in this if developmentally appropriate.

Clothing Policy

Outdoor sessions are rewarding developmentally for children, but they must be able to access these without being uncomfortable or unhappy about being outside. It is essential that ALL participants are dressed appropriately for the seasons. CPS aims to provide suitable clothing for all participants in Forest School.

- We recommend at a minimum, all participants to be able to wear waterproof footwear during outdoor sessions.
- A stock of Waterproof trousers, boots & coats are stored in the Forest School Cabin (adjacent to the Copse) to clothe children that are unable to provide their own.

In Winter months, children may be asked to bring extra socks / gloves in for sessions.

Healthy Eating Policy

During Forest sessions children may, on occasion, consume drinks & food prepared outside, they may also have the opportunity to consume wild foods.

- The Forest School Leader is responsible for the supervision & hygienic preparation of any food consumption in line with current Health and Safety regulations. We recommend Forest School leaders hold a relevant Food Hygiene certificate.
- Ensure that all foods are prepared & cooked properly in line with Food safety legislation.
- When drinks and snacks are consumed during a Forest School session, participants will be able to clean their hands with antibacterial gel and wash their hands with biodegradable soap under running water or preferably hot water. Utensils must also be able to be cleaned appropriately.
- We recommend that Meat products are not cooked outside, unless stored properly (some processed meats products may be appropriate).
- Eating during Forest School sessions is an opportunity to enforce good nutritional habits, meals & snacks containing fruits & vegetables should be prepared whenever possible.
- **Allergies & dietary requirements must be pre identified e.g. Vegetarian, Allergies to Dairy products, Nut products etc. and recorded on the Forest School register, and the class Medical Box accompanies the Class for their session**
- Wild foods give children a rare opportunity to understand the importance of wild plants, their cultural & historic importance. It is important that they understand what is edible and what is not. The Forest School leader is solely responsible for identifying appropriate opportunities for this.
- We recommend that Wild Foods are appropriate for Yr 3 and above.

Remind children to avoid placing their hands in their mouths. (NO PICKING, NO LICKING) and to wash hands after each session.

- Children must be reminded not to collect Wild Foods on their own, KS1 & early years must be regularly reminded of this & supervised.
- Food waste must be removed from the Woods at the end of the sessions. Raw fruit & vegetables can be deposited in the compost bin in the New Forest area.
- Grey water used for washing up, is to be used to water trees on site, Bio friendly washing products to be used e.g. Ecover.

Equal Opportunities Policy

This policy is a commitment to equal and fair opportunities for all participants, members of staff and visitors. This policy will be implemented and adhered to for all Forest School sessions.

Where participants have additional needs, these will be assessed and the appropriate measures and strategies implemented to ensure that our practice is as inclusive as possible, and all children have access to Forest School.

It is important for all participants to understand they need to be suitably equipped with the correct clothing and footwear in order to take part in outdoor activities in all weather conditions.

Visitors / staff will be given this information prior to taking part in our course, but supplementary clothing / PPE will be available.

In the case of children, parents will be asked to supply suitable clothing, but we will make all efforts to provide additional PPE (waterproofs / footwear), as this is a significant barrier to inclusion in Outdoor activities.

In addition, we would like to make parents aware that the children will take part in activities and games that involve a certain amount of mud and mess. We encourage taking appropriate risks under the supervision of adults in order to let the children explore the environment and their own limitations.

All participants will be encouraged to work cooperatively with all members of the group to strengthen their communication and team working skills.

Our activities are carefully planned to develop self-esteem and confidence. Every participant has the same entitlement to these experiences and our wonderful outdoor environment.

Use of Fire Policy

Cooking using fire is an important part of Forest School and is used in many sessions. CPS aims to ensure that all children and adults participating in Forest School sessions with fires will do so safely and with as little risk as possible to their health. Hot water flasks / Rocket Stoves / Kelly Kettles may also be used during Forest School sessions.

Key Points;

- Fires to be supervised by Forest School leaders only.
- Fires will only be held in the fire circle.
- Fires must be extinguished safely & debris removed at end of session, partially burnt logs may be stored for future sessions, ash to be removed to pre-determined area or compost heap.
- Fire safety equipment must always be present: Water, Burns kit, Fire Gloves, extinguisher.
- Fire Rules must be reinforced for group.

Fire Rules

- Fire areas are surrounded by seating logs at least 2 meters away from the fire pit, and fire to be delineated by four green logs.
 - Groups to be taught safe fire circle rules whenever the fire circle is in use e.g. moving seats, clothing, and smoke.
 - There must always be a fire watcher (this may not be the Leader).
 - Weather conditions will determine whether fires are appropriate, high winds can make fires unmanageable.
- No flammable liquids are to be used to light or accelerate fires.
- No plastics should be burnt.
 - The immediate area will be cleared of any flammable debris (dry leaves etc) prior to the fire being started.

Hand Tool Safety Policy

Using hand tools is an important part of the Forest School as it enables children to develop new, practical skills that help them develop self-confidence. Hand tools are to be maintained in good order by the Forest School Leader and will be inspected before each session to ensure safety. Children and adults will be taught how to handle tools properly and to treat them with respect. When using hand tools the staff to children ratio should be increased. This will be achieved by following these guidelines,

- Tool use to be supervised by Forest School staff only.
- Staff to child ratio to be determined by age & behaviour of group. E.g. 1:8 for yr 6 lopper use, 1:1 for yr 2 mallet use.
- Tool talks & tool use demonstration to be given every session by the Forest School staff & group when appropriate.
- Tools will be kept in the locked Forest School shed when not in use. During sessions the tools will be kept in the toolboxes or pre-determined tool storage area.
- Tools to be checked & maintained regularly by Forest School Staff.
- Children / adults will lose permission to use tools if behavioural guidelines are not followed.
- All tools must be counted back into the toolbox at the end of the session.

Play Policy

It is essential for their wellbeing that children are allowed to engage in free play during forest School sessions and at other times i.e. during after school club / holiday schemes / play time. The role of adults supervising play is to provide appropriate support for the participants including intervention (only when necessary) and appropriate resources.

Play is a biological necessity; we aim to provide play opportunities that have no adult led agenda.

- Recommended resources are, clay, tarpaulins, craft materials, bug hunting pots, collecting resources, water, mud kitchens, rope swings & ladders, slack lines, digging, chalk.
- We provide Loose parts equipment that is used by children during playtime & during Forest School. This equipment is to be kept within agreed areas & checked on a regular basis for damage. Liaison with supervising staff at lunchtimes and play times is essential for this equipment so all understand how this can be accessed safely.
- Tools and ropes / string are to be only provided under close supervision, in large groups these may not be appropriate.

- Safe boundaries and use of natural resources must be reinforced prior to session.
- Using the “3 Rules” allow children to take responsibility for their own behaviour.

Health and Safety Policy

The Forest School Health and Safety Policy is an addendum to the School's Health and Safety Policy and does not change the school's position on health and safety matters set out in the original document.

In order that Forest School sessions may be run safely, the Forest School Leader will:

- Have regard for publications from the local authority regarding outdoor learning and education.
- Ensure that at least one appropriately trained first aider is on site during all sessions.
- Establish and maintain a safe and healthy environment by;
- Maintaining and evaluating appropriate procedures, policies and risk assessments, as set out in this Handbook.
- Ensure the provision of sufficient information and instruction for all adults so that they can contribute to their own health and safety and that of the children they are working with.
- Establish and be utterly familiar with, all emergency procedures including the reporting and recording of procedures.
- Ensure that risk assessments and pre-site visits take place before children are permitted on site. Risk assessments are included in this Handbook.
- Ensure that alternative plans are in place should a planned activity be compromised by health and safety concerns.
- Ensure that any parents or volunteers that come on site are aware of their responsibilities towards the children and are supervised by School staff.
- Investigate any accidents and use information gathered to inform future risk assessment and policy making.
- All members of the party are to maintain their own and other's health and safety by involving them in the risk assessment process at appropriate opportunities.
- Maintain the legal child to adult ratio.
- Ensure that safety equipment is in good working order and is used appropriately.

Forest School Leaders assume responsibility for the first aid kit, kit bags and any tools used in the Forest School setting. The 'safety kit' which includes the first aid kit will always be taken into every session.

Roles and Responsibilities

Responsibilities of the Forest School Leader

- To plan and lead all Forest School activities
- To ensure planned activities are within the capabilities of the children taking part, amending plans as appropriate.
- To take responsibility for children safety & wellbeing during Forest School sessions (see *Behaviour Policy*).
- To have an up to date first aid qualification.
- To ensure that all participants follow the clothing policy.
- To carry out risk assessments as necessary in accordance with the *Risk Assessment Policy*.
- To ensure that children are able to use the toilet if required.
- To ensure all Forest School policies are reviewed regularly (by the 'review' date on the policy) and that the reviews are informed by observations and developing knowledge of the Forest School setting.

- To ensure that any inhalers or EpiPens needed by members of the group are available during Forest School sessions and that they are returned to the appropriate place at the end of the session.

Responsibilities of Accompanying Staff/Volunteers

- To take an active role in Forest School activities and assist with any discipline issues within the group (see *Behaviour Policy*).
- To assist with walking children to and from the Forest School site.
- To assist the Forest School Leader in ensuring that equipment meets safety standards and to report any concerns about the state of equipment immediately to the Forest School Leader.
- To assist the Forest School Leader in teaching children and to maintain their own and other's health and safety.
- To immediately report any hazards or accidents to the Forest School Leader.
- To take responsibility for making themselves aware of safety issues, such as the whereabouts of the first aid kit and the *Emergency Procedure* policy.
- To be familiar with the contents of this handbook.

Emergency Procedures Policy

All participants will be briefed in what to do in case of emergency. A pre agreed signal (3 whistles) will be given for everyone to stop what they are doing and wait for instructions. The Forest School leader will assess the situation, the nature and extent of the injury or incident. They will ensure that the rest of the group are gathered in the woodland shelter and are calm before attending to the incident and administering any necessary first aid. An adult will be sent straight away to alert a member of staff in school or contact via two-way radio to school will be made. An incident report will be issued later.

In case of injury

If anyone sustains an injury or illness which cannot be treated by first aid on site and requires medical assistance;

- Very minor injuries: child will be accompanied into the school to be treated by a First Aid qualified member of staff.
- If help required, an adult will have been sent to get help from school or a contact via two-way radio to school staff will be made.

999 will be dialled by school office staff in the event of an emergency, whilst First Aid treatment is taking place. The school will be responsible for notifying the parents of the event.

- The rest of the group will remain in the woodland shelter and escorted back to the classroom once extra adult help arrives.
- One member of staff will unlock the school gates, meet the ambulance at the school entrance and direct them to the incident.
- If the injured child has to be taken to hospital one member of staff will go with the child and the child's parents will be updated about the situation by staff remaining at the school.
- In minor cases, School Office staff, once briefed by Forest School staff, will notify the child's parents to tell them about the incident so that they are aware and can monitor the child's condition at home.

Emergency contact numbers

Emergency services 999

Requesting attendance by Emergency Services

Dial 999 for the emergency services and be ready to provide the following information.

1. Telephone number of the mobile phone making the call from and the school phone number (01675) 463672.
2. The full address of the school - Wingfield Road, Coleshill, B46, 3LL.
3. A brief description of the problem for example describing the injuries sustained and the approximate age of the injured person.
4. State that the crew will be met by a member of staff at the entrance to the site.
5. Be prepared to unlock the gate to allow swift access by the ambulance crew to the Forest School site.
6. Make sure that an adult waits at the school gate to meet the ambulance crew and that they are brought to the scene of the incident via the quickest route (probably through the main playground gate).

Fire Alarm

Should the school fire alarm sound during a Forest School session then the Forest School leader will escort the group to the appropriate meeting point: usually the square playground, with the Forest School and Fire Register. Should the 'all clear' signal be given then the Forest School Leader will escort the children back to the Forest School activity and resume the session. If the alarm is sounding for a real incident, then the children will remain with their class, and Forest School Staff will continue to take responsibility for the group.

Risk Assessment & Risk Benefit Policy

Coleshill C of E Primary Forest School aims to allow appropriate risks that will support the development of our participants. In order that these aims can be met, the Forest School Leader will:

Consistently apply the five step approach to risk assessment for all Forest School sites and activities:

- Look for hazards
- Decide who may be harmed and how
- Evaluate the risk and decide whether existing controls are adequate or whether more should be done.
- Record findings, including daily amendments to standing risk assessments based on site visits or observations.
- Review assessments on a regular basis (or if circumstances change which may affect the rigour of the assessment) and revise it if necessary.
- Carry out full risk assessments on the Forest School site. These will be kept in a file and a copy of the general risk assessment will be kept with this handbook. The Forest School leader will assess the site each time it is to be used.
- Carry out Risk Benefit assessments for appropriate activities and situations, these are to be communicated with all stakeholders (parents / staff) in order to emphasise the developmental benefits of appropriate risky play for participants. These R.B.A are to reference developmental areas e.g. social & emotional, physical & intellectual and linked to Well Being.
- Move activities indoors if, in the opinion of the Forest School Leader, extreme weather conditions such as high winds or the threat/occurrence of electrical storms make working outside dangerous. **E.g. If wind gust speeds of above 25mph and above are forecast / heavy rain / drought conditions.** Cold weather conditions can make the use of tools hazardous. In hot weather, shelter & drinking water must be available.

- Inform the children and any other adults that may be present for an activity of any potential hazards and methods of working in order to reduce risk further.
- Involve children and any other adults present in the risk assessment process as appropriate as part of learning.
- Ensure that all staff and other adults accompanying the group are aware of the emergency procedures for the site.
- Be responsible for teaching children adequate skills in order to keep themselves safe, particularly in relation to the use of hand tools and fire.
- Ensure children and adults have access to drinking water if needed during sessions, particularly if doing physical activities in very hot weather.
- Ensure a nil-by-mouth policy is adopted in all Forest School sessions, except for sessions where food/drink is provided by the Forest School Leader. – **NO PICKING / NO LICKING**

Toileting

Before a Forest School session children will be given the opportunity to go to the toilet.

Whilst working in the Forest School site, children will be allowed back to school if the toilet is needed.

Volunteers

The school has its own policy for volunteers and helpers choosing to work in school. This policy is in addition to the generic school policy and is to cover Forest School sessions. The term 'volunteer' is used to refer to anyone who comes to take part in the delivery of, or to observe the delivery of Forest School activities.

Section 3: Resources

Item	Location	Comments
12 x waterproof coats & trousers Size age 8	Woodland Cabin	There are assorted larger sizes in the cabin on the racks.
12 x waterproof coats & trousers Size age 12	Woodland Cabin	There are bags of hats & scarves in the cabin in the racks
20 Fleeces – age 8 & 10	Woodland Cabin	
20 x Wellies – Size EU 26 - 42	Woodland Cabin	There are a lot more than this in stock now.
Box of assorted gloves – Adults/ kids	Woodland Cabin	
1 x Large Tool Box "FATMAX"	Woodland Shed	This is lockable, keys held by CNW & NL
4 x Bow Saws	"FATMAX"	3 x Square frame / 1 x tapered frame
9 x Loppers "green jem"	"FATMAX"	
3 x Billhooks	"FATMAX"	
6 x hultafors sheath knives	"FATMAX"	
1 x Bit and brace & drill bits	"FATMAX"	

1 x Rotary hand drill		
1 x blodger	"FATMAX"	
1 x Stanley tool box "Forest Schools kit"	Woodland Shed	Belongs to CNW, contains clay, blindfolds, pens, books, toys, Forest School rules.
1 x Stanley tool box "Woodland crafts"	Woodland Shed	Sisal string, coloured pencils, scissors
1 x Stanley tool box "Fire kit"	Woodland Shed	Ammo Box, Fire Extinguisher, 3 x Fire gloves Burns kit, cotton wool, Vaseline, 3 x Strikers
1 x Large Wheeled storage box "Play kit"	Woodland shed	8 x Tarps / various sizes, 1 slack line, 3 hammocks
1 x Large Wheeled storage box	Woodland shed	Contains paracord, cooking pots, spare gloves
1 x red trug	Woodland shed	Blue ropes / various sizes
1 / red trug	Woodland shed	Clipboards
1 x bucket	Woodland shed	Metal trowels/ forks
3 x Bug hunting trays / white	Woodland shed	
15 Good magnifying bug pots	Woodland shed	Assorted other pots in trays
1 x Water container & fire bucket	Woodland shed	
1 x shelves on wheels	Woodland shed	Contains hacksaws, tenon saws, screws, soil testing kit, cooking pots
1 x group First Aid Kit	Woodland shed	
1 x trivet / 1 x fire grill	Woodland shed	
Spades. Forks - various sizes	Woodland shed	
Dipping nets	Woodland shed	
Old loppers / bowsaws	Woodland shed	These are unused / need maintenance
Camping kettle	Woodland shed	
Compact stove	Woodland shed	
1 x Incident Recording card and pen	Safety Trolley	
1 x Forest School Handbook	Safety Trolley	

Section 4: Risk Assessments

Current Woodland activity & site Risk assessments are available in the H&S folder in the School Bursars office.

Section 5: Notes

At Coleshill C of E Primary Forest School we strive to continually make things better. In order to enable this to happen we would appreciate it if you could take the time to complete this questionnaire.

Do you feel the Forest School programme met the needs of your child / children?
Are there any activities that are not currently part of the Forest School programme that you feel would benefit the children taking part?
Do you feel the programme has had a positive impact on the children that have taken part in it? Please explain how.
Can you think of anything that we could do to improve the programme offered?
What do you feel are the main benefits of the Forest School programme for your children / child?

Thank you for taking the time to complete this questionnaire.