



WildNurture CIC

Discover, Explore, Thrive in Nature's Classroom



DISCOVER
EXPLORE
THRIVE IN NATURE'S CLASSROOM

Forest School Handbook 2025/26



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The background of the slide is a stylized illustration of a forest. On the left, there is a large tree with a thick brown trunk and a green, rounded canopy. To its right, a thinner tree with a similar canopy is visible. On the far right, another tree trunk is partially shown. The ground is covered in green grass and small green plants. In the bottom left corner, there are three small red mushrooms with white spots. The overall color palette is soft and natural, with greens, browns, and yellows.

Legal Framework

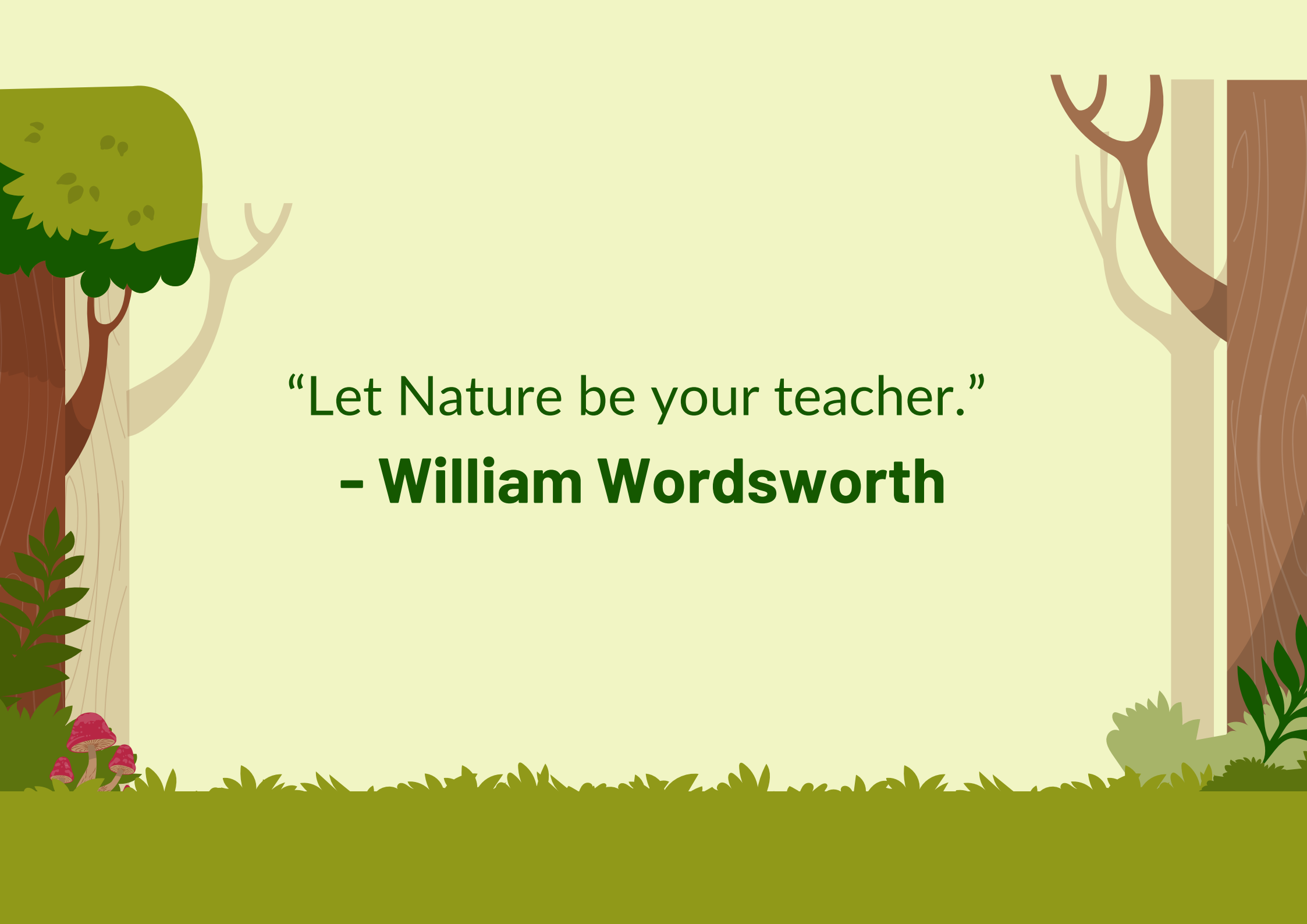
This handbook document has due regard to all relevant legislation and statutory guidance, including, but not limited to, the following:

- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- DfE (2022) 'Keeping children safe in education'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2020) 'SEND code of practice: 0 to 25 years'

A stylized illustration of a forest scene. On the left, a large tree trunk is visible. On the right, a tree with a thick brown trunk and a dense green canopy stands. The ground is covered with green grass and several red mushrooms with white spots. The background is a light yellowish-green.

01 Introduction

Definition of Forest School - Forest School ethos and principles - Brief history of Forest School

The background is a stylized illustration of a forest. On the left, a tree with a thick brown trunk and a rounded green canopy is partially visible. To its right, a thin, light-colored tree trunk reaches upwards. On the right side, another tree with a brown trunk and sparse branches is shown. The bottom of the image features a dark green ground layer with various green foliage, including ferns and small red mushrooms with white spots.

“Let Nature be your teacher.”
– **William Wordsworth**

What is Forest School?

Forest School is a long-term outdoor education model where children engage in play and exploration in natural settings. It focuses on personal growth, teamwork, problem-solving, and a deep connection with nature.

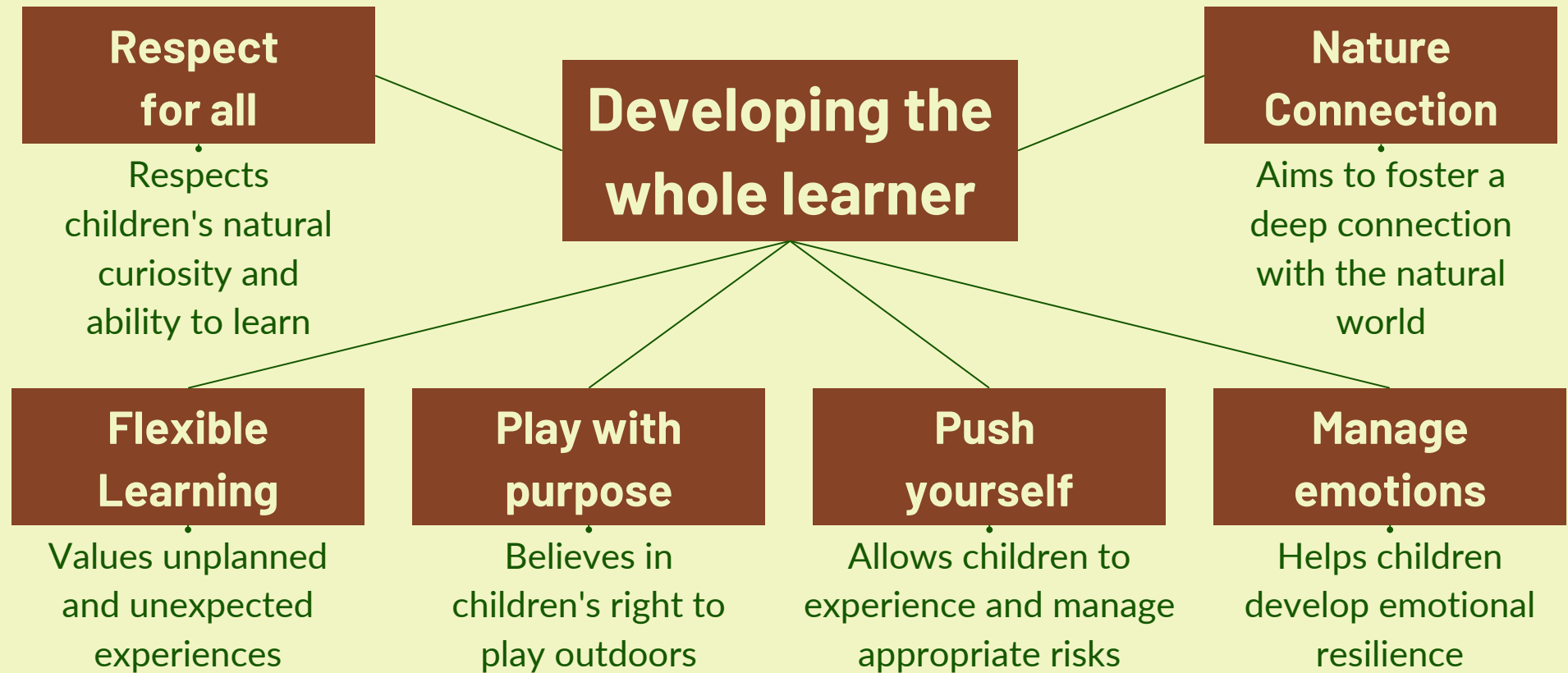
Sessions are typically held weekly and encourage children to take safe risks, fostering independence and resilience.

This approach is based on six guiding principles that ensure holistic development, allowing children to learn at their own pace while enjoying the benefits of being outdoors throughout different seasons

The six guiding principles are as follows:

1. **Long-term process:** Forest School involves frequent and regular sessions.
2. **Natural setting:** It takes place outdoors in the natural environment.
3. **Holistic development:** Forest School aims to develop the whole participant.
4. **Supported risk-taking:** It offers learners the opportunity to take supported risks.
5. **Qualified practitioners:** Forest School is run by qualified Forest School leaders.
6. **Learner-centered approach:** It uses a range of learner-centered processes to create a community for development and learning.

Our Ethos at Wild Nurture



A brief history of Forest School

The Forest School movement has a rich history rooted in outdoor learning and child-centered education:

- **Early influences:** The foundations of Forest School can be traced back to the 19th century, with philosophers, naturalists, and educators like Wordsworth, Ruskin, and Baden Powell promoting outdoor learning and connection with nature.
- **Scandinavian origins:** The modern Forest School concept emerged in Scandinavia in the 1950s. In Denmark, Ella Flautau created the first forest school in the early 1950s, which led to the establishment of forest kindergartens.
- **Introduction to the UK:** In 1993, a group of nursery nurses from Bridgwater College, Somerset, visited Denmark to study their pre-school system. Inspired by the Danish outdoor, child-centered approach, they started their own "Forest School" upon returning to the UK.

- **Development in the UK:** In 1995, Bridgwater College developed a BTech qualification in Forest School and began offering it to early years practitioners. This sparked interest across the UK, with various local authorities adopting the approach from 2000 onwards.
- **Formalization:** In 2002, the first national Forest School conference was held, where a UK definition of Forest School was formulated. This helped establish key features and principles of the approach.
- **Expansion:** Throughout the 2000s, Forest School continued to grow in popularity. Training programs were developed, and more local authorities began implementing Forest School programs.

Today, Forest School has become a widely recognized educational approach in the UK and beyond, emphasizing regular outdoor experiences, child-led learning, and connection with nature.

A stylized illustration of a forest scene. On the left, a tree trunk is partially visible. On the right, a tree with a thick brown trunk and a rounded green canopy stands prominently. The ground is covered in green grass and small green bushes. In the bottom right corner, there are several red mushrooms with white spots. The background is a solid light green color.

02 Roles and responsibilities

Meet Our Forest School Leaders

Our Leaders



"As a teacher, a dad, and now a Forest School leader, I've seen how nature helps children – especially those who find school tough. That's why I set up Wild Nuture CIC: to bring the magic of Forest School to everyone. I believe every child deserves to explore, grow, and learn outside, building confidence and a real respect for the world around them."

Ranger Hal

Hal Eccles is the Director of Wild Nuture CIC, a Level 3 Forest School Leader, and has a qualification in Outdoor Therapy.

After 20+ successful years as a High School middle leader and classroom teacher of History and Geography, he is following his passion for education in the natural environment.

Hal is also committed to improving the mental health and confidence of young people and providing a service that benefits the community.

Hal also has a PGCE in Secondary Education, an NPQML from the NCTL, in addition to qualifications in safeguarding, PREVENT, Outdoor First Aid, Food Hygiene and Mental Health and Inclusive Practice at Forest School.

What sets us apart?

Unique Feature	How does that make us different?
Experienced educator leadership:	We provide expert-led education by a seasoned high school teacher with over 20 years of experience in the classroom, in leadership and training new teachers.
Specialised support for diverse learners:	At Wild Nurture, we offer specialized support for diverse learners, including children with low confidence, persistent absentees from mainstream education, and children with additional needs.
Alternative education focus:	We deliver an alternative education program that complements traditional classroom settings, particularly benefiting students who struggle in conventional environments.
Tailored programs for home-schoolers:	We offer tailored programs for home-schooling families, seamlessly integrating outdoor learning to complement academic subjects.
Holistic development approach:	We promote holistic development through nature-based experiences, fostering emotional, social, and physical growth alongside academic learning.

What sets us apart?

Unique Feature	How does that make us different?
Confidence-building and engagement strategies:	We employ proven strategies to boost self-esteem and re-engage students who have become disinterested in learning, or have burnout and exam stress.
Historical context integration:	We incorporate unique historical elements into our Forest School activities, connecting nature with human heritage.
Bridge to mainstream education:	Our school prepares alternative provision students for potential reintegration into mainstream education if desired.
Early years nature immersion:	We offer specially designed programs for young children that nurture a lifelong passion for outdoor learning and environmental stewardship.
Inclusive environment:	We create an inclusive environment that welcomes and supports children from all backgrounds and abilities.

Responsibilities

The **Forest School Director** is responsible for:

- Ensuring the Forest School leaders are trained to level 3 in Forest School and regularly accesses CPD to maintain and update skills or knowledge.
- Ensuring staff adhere to the relevant policies and that learners are aware of their responsibilities.
- Liaising with the location's landowner or the site manager to ensure that staff and pupils are aware of any potential hazards.
- Ensuring that Forest School Activities Risk Benefit Assessments are up to date and conducted to identify, evaluate, and manage the specific risks associated with the Forest School, its location, and the activities planned.
- Ensuring that there are arrangements in place for monitoring and reporting incidents associated with the Forest School.
- Reviewing the effectiveness of this handbook on an annual basis and communicating any changes to staff, parents/carers, and children.
- To ensure sufficient time and resources are devoted to Forest School to enable us to offer and deliver a quality and broader Forest School experience.

Forest School leaders are responsible for:

- Conducting a detailed health and safety check before Forest School activities.
- Adhering at all times to the Forest School Activities Risk Assessment.
- Carrying a fully stocked first-aid kit during all Forest School sessions.
- Holding an up-to-date Outdoors First Aid certificate and leading first aid arrangements.
- Inspecting equipment and tools before use to ensure they are safe for use, and that damaged or defective items are not used.
- Keeping and maintaining an incident log to record any incidents that occur during Forest School activities.
- Planning and delivering Forest School sessions, in collaboration with the Director, that are engaging, informative and develop pupils' skills and appreciation of the environment.
- Carrying out regular training, to understand the Forest School Ethos, principles and risk-benefit assessments.

Responsibilities

All **Staff** are responsible for:

- Ensuring the Child Protection and Safeguarding Policy is adhered to at all times during Forest School activities.
- Consulting the Forest School Director on measures necessary to ensure pupils are safeguarded adequately during activities.
- Using vocabulary associated with Forest School that will support site health and safety e.g. Fire code word: LAVA.

Volunteers are welcome to be a part of our Forest School sessions and their contribution is valued and appreciated.

Volunteers enable us to share our ethos more widely as well as increase our group knowledge and skills and keep the adult-to-child ratios high.


Volunteers are usually parents, carers, or other relatives of the children attending, but we would welcome anyone within our local community who has an interest in helping or learning more about Forest School.

With regards to volunteers, the **Forest School Director** will:

- Ensure all volunteers have received a Forest School induction and understand the ethos.
- Ensure the safeguarding policies around eligibility to work with children are strictly adhered to.
- Ensure new volunteers are introduced to the staff and the pupils attending the session.
- Provide volunteers with information about where important items and documents are kept.
- Familiarise the volunteer with procedures for managing confidential information.
- Provide details of the tasks and daily routines to be completed.

The **volunteer** will:

- Familiarise themselves with the Forest School environment.
- Read and sign the Benefit-Risk- Assessments for all activities taking place during the session they are attending.
- Read the Forest School handbook.

The background is a stylized forest scene. On the left, a tree trunk is partially visible. On the right, a large tree with a thick brown trunk and a full green canopy stands prominently. The ground is a solid green color, and there are various green bushes and small pink mushrooms scattered throughout the scene. The text is centered on the left side of the image.

03 Code of Conduct

Rules for using the Forest School area - Boundaries and safety guidelines - Behavior expectations for children and adults

Rules for Using the Forest School

- Look after our forest and the environment.
- Be kind to the wildlife.
- No pick, no lick, no kick! Respect our Natural environment.
- Stay inside the boundary and fences.
- Return to basecamp when you hear the Forest School leader shout our call and response base/camp.
- Be kind and look after your friends.
- Don't enter parts of the site that have a RED ROPE around them.
- Use tools only under direct supervision of the Forest School leader and follow all safety protocols.
- Use tarps and ropes only in designated areas.
- Wear appropriate outdoor clothing and footwear for the weather conditions.
- Listen carefully to safety instructions and information provided at the start of each session.
- If the emergency bell is ringing all staff, volunteers, and learners to gather at the muster point.



Medical and Emergency Procedures

Children's medical details can be obtained from the Forest School office at all times, at least one week in advance parents/carers are to complete a permission form and outline any new medical information.

It is the responsibility of the parents/carers to ensure the Forest School has up to date information on their child at all times.

It is the responsibility of volunteers and additional adults to inform the Forest School leader of any personal medical concerns.

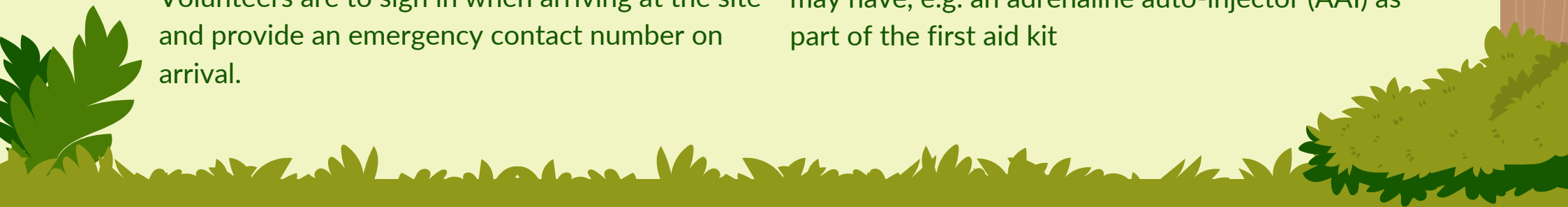
Volunteers are to sign in when arriving at the site and provide an emergency contact number on arrival.

In the case of a medical emergency (i.e. serious injury, poisoning or illness). The Forest School leader is trained in Outdoor first aid.

The Forest School leader will carry a fully stocked outdoor first-aid kit at all times during Forest School sessions.

All incidents, injuries and illnesses will be managed in line with the First Aid Policy.

Staff accompanying any school classes will be required to carry the first aid box of medications and they will be aware of any allergies children may have, e.g. an adrenaline auto-injector (AAI) as part of the first aid kit



Missing Children

In the event of a missing child at a non-school site, follow these procedures:

Immediate Response

- Gather all children at a designated meeting point (MUSTER POINT) and conduct a head count.
- One staff member supervises the group while others search the immediate area.
- Call out the missing child's name during the search.

Escalation (After 5 Minutes)

- If the child is not found within 5 minutes, contact the site director or manager immediately.
- Provide all necessary details about the missing child and circumstances.

Expanded Search

- Continue searching the wider area while maintaining supervision of the other children.
- Check all possible hiding spots, facilities, and nearby locations.

Notification

- The director/manager will contact the child's parents or guardians.
- If the child is not located within 10 minutes, the director/manager will notify local authorities/police.

Documentation

- Record all actions taken, including times and details of the search.
- Prepare a detailed description of the child, including clothing and last known location.

Ongoing Management

- Designate a staff member to liaise with authorities upon their arrival.
- Ensure remaining children are kept calm and supervised.
- Continue search efforts as directed by authorities.

Post-Incident

- Once the child is found, notify all involved parties immediately.
- Conduct a thorough review of the incident and update procedures if necessary.

Behaviour expectations for children and Adults

At forest school, we expect everyone to be kind and respectful to each other and to nature.

Children should **listen** to their teachers and our staff, stay within set boundaries, and follow safety rules, especially when using tools or near fires.

They're encouraged to explore, learn on their own, and join in activities, but should **always ask** before eating anything they find.

We want kids to have fun and take supported risks, but **never to hurt others or damage the environment**.

Adults, including staff, volunteers, and parents, should **set a good example** by following all rules and showing the same respect we expect from the children.

They should let children learn through their own experiences when it's safe, and **use positive words** to encourage good behavior.

Adults need to **keep everyone safe** by watching carefully, knowing first aid, and regularly checking for risks. We want everyone to keep learning and improving, so we can make forest school better for all.



A stylized illustration of a forest scene. On the left, a tree trunk is partially visible. On the right, a large tree with a thick brown trunk and a full green canopy stands prominently. The ground is covered in green grass and small plants. In the bottom right corner, there are some pink mushrooms. The overall style is flat and modern.

04 Activities and Skills

Tree climbing protocols - Fire lighting and management - Tool use
and safety - Carrying and transporting materials - Rope and string use
- Collecting wood and natural materials

Our Curriculum

Wild Nurture Forest School is dedicated to supporting children's holistic development through immersive outdoor experiences. Our ethos centers on child-led learning, fostering resilience, and cultivating a deep connection with nature. We believe in the power of regular, hands-on experiences in natural settings to enhance physical, emotional, and cognitive well-being.

93%

of Forest School practitioners believe their programs support the national curriculum.

74%

of teachers reporting improved engagement in classroom learning after Forest School

68%

of children demonstrated increased confidence and self-esteem through Forest School participation

Features

Play ● ● ● ● ○

Skills ● ● ● ● ○

Resilience ● ● ● ○ ○

Communication ● ● ● ○ ○

Nature connection ● ● ● ● ●

Tree climbing

1. Ask for Permission: Always ask a teacher or adult before climbing a tree.
2. Choose Safe Trees: Only climb trees that have been checked and approved by an adult. Look for trees that are strong and healthy.
3. Climb Together: Never climb alone! Always have a buddy with you when you're in the tree.
4. Stay Low: Climb only as high as you can safely reach. If you can't touch the ground, it's too high!
5. Use Hands and Feet: Always use your hands and feet to climb. No jumping or swinging from branches.
6. Listen to Your Body: If you feel scared or unsure, come down slowly and ask for help.
7. Respect Nature: Be gentle with the tree and its branches. Don't break off any leaves or twigs.



Remember

Tree climbing is an exciting adventure, but safety comes first! Follow these rules, and let's have fun exploring the trees together!

Fires

1. Ask First: Always get permission from a teacher before going near the fire.
2. Fire Circle: Stay outside the fire circle unless a leader/teacher invites you in.
3. Sit Safely: When sitting around the fire, keep your legs crossed or tucked in.
4. Walk Slowly: Never run near the fire. Walk carefully and calmly.
5. No Touching: Don't touch the fire or put anything in it without a teacher's help.
6. Listen Carefully: Follow all instructions from teachers about the fire.
7. Be Prepared: Wear long sleeves and tie back long hair near the fire.
8. Respect the Fire: Treat the fire with care and respect. It's not a toy.



Remember

Fires can be fun and helpful, but they can also be dangerous. By following these rules, we can all enjoy the fire safely and learn together!

Tool use

1. Ask First: Always ask a teacher before using any tool.
2. Learn How: Listen carefully to instructions on how to use each tool safely.
3. Tool Zone: Only use tools in the designated tool area.
4. One at a Time: Use just one tool at a time, and put it away before getting another.
5. Space Bubble: Keep a safe distance from others when using tools. No one should be in your "tool space bubble."
6. Walking Only: Always walk when carrying tools. No running!
7. Carry Safely: Hold tools pointing down and away from your body when moving.
8. Clean and Return: Clean your tool after use and put it back in its proper place.
9. Report Problems: Tell a teacher right away if a tool breaks or if you get hurt.
10. Be Focused: Pay attention to what you're doing. If you feel tired or distracted, stop and take a break.



Remember
Using tools is a big responsibility. By following these rules, we can all have fun and stay safe while we create amazing things!

Moving materials

1. Ask First: Always check with a teacher before moving big or heavy things.
2. Team Up: If something feels heavy, ask a friend to help. Two heads (and hands) are better than one!
3. Lift Smartly: Bend your knees and lift with your legs, not your back. Keep your back straight.
4. Look Around: Before you move, make sure no one is in your way.
5. Walk Carefully: Take slow, steady steps when carrying things. No running!
6. Watch Your Toes: Wear closed-toe shoes to protect your feet.
7. Size Matters: Only carry what you can handle comfortably. If it's too big or heavy, ask an adult for help.
8. Be Aware: Pay attention to what's around you, including other people and the ground.
9. Put Down Gently: When setting things down, be careful not to drop them on your toes or fingers.
10. Keep It Clean: After moving materials, help tidy up the area.



Remember

Moving materials can be fun and help us build amazing things. By following these rules, we can all stay safe while we work and play together!

Rope and string use

1. Ask First: Always check with a teacher before using ropes or string.
2. Safe Tying: You can tie things like tarps or sticks, but never tie up yourself or others.
3. Knot Know-How: Learn some simple knots from your teacher to use in activities.
4. Stay in Sight: Only use ropes and strings where teachers can see you.
5. Keep It Low: Don't hang ropes or strings higher than you can reach.
6. Gentle Use: Be careful not to pull or yank on ropes too hard.
7. Clean Up: Always untie your knots and return ropes and strings when you're done.
8. No Swinging: Ropes aren't for swinging or making traps.
9. Ask for Help: If you get tangled or stuck, ask a teacher for help right away.
10. Count and Return: Help teachers count the ropes at the end to make sure we have them all.



Remember

Ropes and strings are tools for creating and learning, not for playing rough. By following these rules, we can have fun and stay safe while we build and explore!

Collecting materials

1. Ask First: Always check with a teacher before collecting anything.
2. Ground Rules: Only collect things that are already on the ground. Don't pick living plants or flowers.
3. Small Amounts: Take just a little bit of each thing. Leave plenty for animals and other forest friends.
4. Look, Don't Lick: Remember our rule: "Don't Pick It, Don't Lick It." Some things in nature can make us sick if we eat them.
5. Gentle Hands: Be careful when picking things up. Some natural objects can be sharp or prickly.
6. Home Sweet Home: Before taking something, think if it might be a home for tiny creatures.
7. Share the Fun: If you find something cool, share the discovery with your friends instead of keeping it all.
8. Leave No Trace: At the end of the day, return natural objects to where you found them.
9. Clean Hands: Always wash your hands after handling natural materials.
10. Ask if Unsure: If you're not sure if you can collect something, always ask a teacher first.



Remember
We're guests in nature's home. By following these rules, we can enjoy exploring and collecting while keeping the forest healthy and happy for everyone!

Eating at Forest School

1. Ask First: Always check with a teacher before eating anything, including snacks.
2. No Picking: Remember our rule: "No picking, no licking." Don't eat anything found in the woods unless a teacher says it's safe.
3. Wash Hands: Before eating, wash your hands with soap and water or hand sanitiser to keep germs away.
4. Sit Together: When it's snack time, we sit in a designated area to eat and drink together.
5. Supervised Cooking: If we're cooking over a fire, only teachers will handle the food. They will make sure everything is safe to eat.
6. Healthy Snacks: Bring healthy snacks from home, like fruit or granola bars, and a named water bottle for each session.
7. Clean Up: After eating, help clean up by throwing away any trash and putting away leftover food.
8. Stay Safe: If you feel unwell or have an allergy, let a teacher know right away.



Remember
By following these rules, we can enjoy our food safely while having fun at forest school!

A stylized illustration of a forest scene. On the left, a tree trunk is visible with a branch extending upwards. On the right, a larger tree with a thick trunk and a dense green canopy stands prominently. The ground is covered with green grass and small plants, including some pink mushrooms near the base of the tree on the right. The background is a solid light yellow color.

05 Health and Safety

Site Risk assessment documentation

Risk Assessment Formula

At Wild Nurture we use the formula

$$\text{Risk} = \text{Likelihood} \times \text{Severity}$$

to quantify risks:

- Likelihood (1–5): From "Improbable" (1) to "Almost Certain" (5).
- Severity (1–5): From "Trivial" (1) to "Fatal" (5).

Example Scale:

- Low Risk: 1–81–8
- Medium Risk: 9–129–12
- High Risk: 13–1513–15
- Severe Risk: 16–2516–25

This system ensures clarity in defining risks while allowing for appropriate actions to mitigate them effectively

Risk Assessment Definitions

SEVERE

Definition: A hazard with a high likelihood of occurrence and severe consequences, such as fatality or multiple serious injuries.

Example: A falling tree in an area where children are actively playing.

HIGH

Definition: A hazard with a moderate to high likelihood of occurrence and serious consequences, such as injuries requiring immediate medical attention.

Example: Using tools like knives or saws without proper supervision or training.

MEDIUM

Definition: A hazard with a low to moderate likelihood of occurrence and moderate consequences, such as minor injuries requiring first aid.

Example: Tripping hazards from exposed tree roots or uneven ground.

LOW

Definition: A hazard with a very low likelihood of occurrence and minimal consequences, such as discomfort or slight bruising.

Example: Handling small sticks or leaves during craft activities.

Site Risk assessment documentation

Activity Assessed - General Site	Assessed by - Mr Hal Eccles	Approved by - HE	Reviewed by - Mr. H Eccles
Activity Location - Pennington Hall Forest School Site Pennington Flash Forest School Site	Date Assessed - 1 st June 2025	Date Approved - 1 st June 2025	Date Reviewed - N/A Next Review - 1st June 2026

Hazard	Who is at risk?	Risk Level without precautions	PRECAUTIONS To reduced the risk level	Who will do them?	When? Before , During, or After	Risk Level with precautions
Adverse weather conditions	All	High	1. Check weather forecast before activity & monitor conditions throughout. 2. Make sure all participants are wearing appropriate clothing and footwear for conditions. 3. Modify or cancel activities when: Temperature below 0°C or above 30°C; Wind speeds exceed 25mph/40kph; Thunder/lightning forecast or visible; Heavy rain causing poor visibility 4. For lightning: Follow 30/30 rule (if thunder heard within 30 seconds of lightning, seek shelter for 30 minutes); Identify nearest safe shelter location before session; Evacuate to indoor space if lightning threatens 5. For extreme temperatures: Schedule strenuous activities during cooler parts of day; Ensure regular water/shade breaks above 25°C; Provide indoor/sheltered alternatives below 5°C 6. For high winds: Avoid wooded areas in winds above 20mph; Check for loose branches/debris; Relocate to sheltered areas 7. Monitor participants for signs of: Heat exhaustion (fatigue, excessive sweating, headache); Cold stress (shivering, confusion, pale skin); Weather-related distress 8. Maintain clear communication system for weather evacuations 9. Keep emergency shelter/equipment accessible 10. Document weather-related incidents/near misses	FS leader, School Staff, volunteers & participant group leaders	B & D	LOW

Falling / tripping on wet, slippery or uneven surfaces	All	High	1. Where possible, check the site for possible hazards before the session, complete a site sweep and take action where appropriate.	FS leader, School Staff, volunteers & participants	B & D	LOW
			2. Check the area throughout the session for any obvious obstacles or hazards, remove or re-route around them.			
			3. Participants and adults should have suitable footwear for terrain e.g. boots or wellingtons.			
			4. Inform the participants and adults of the risk, especially boggy, slippery and uneven woodland areas around the site and ask them to take care.			
			5. Warn participants to look where they are going and to be aware of low branches and brambles to trip on.			
			6. All participants informed not to run in the woodlands, unless as part of a game where the area has been deemed safe & all are informed of the risks of doing so.			
			7. Where appropriate, make trip hazards (e.g. tree stumps/roots) identifiable, by tying bright tape to them. This can be applied on a temporary basis during a morning site inspection or on a semi-permanent basis.			
			8. During adverse weather conditions (e.g. heavy rain, ice, snow, etc...) additional guidance will be given to participants including reiterating avoiding running on the site, additional areas may be designated 'out of bounds' at the FS Leader's discretion.			
Fire-related injuries and burns	All	High	1. Establish designated fire area (fire circle) with clear boundaries.	FS leader, School Staff, volunteers & participants	B & D & A	MEDIUM
			2. Fire blanket and 5L of water always present when fire lit.			
			3. Clear safety rules established including fire circle etiquette, e.g. move if the smoke is blowing towards you; or no crossing inside the fire circle, participants instructed to walk around the outside of the circle. With younger children this can be reinforced with games like 'duck, duck, goose'.			
			4. No running near fire circle.			
			5. Adult supervision at all times when fire is lit.			
			6. Safe extinguishing procedures followed.			
			7. First aid kit with burn treatment readily available.			
			8. Clear evacuation procedures established.			
			9. Weather conditions assessed before lighting fires.			
			10. Fire only lit in designated fire pit.			

Injury from branches and other plants	All	High	1. Advise participants to look where they are going and to be aware of branches, ivy, holly etc and to avoid them.	FS leader, School Staff, volunteers & participants	B & D	LOW
			2. All participants informed not to run in the woodlands, unless as part of a game where the area has been deemed safe & all are informed of the risks of doing so.			
			3. Advise caution at all heights (including head/eye level). Advise participants to look out for and avoid low-hanging branches and other obstructions, especially at head/eye level.			
			4. Where appropriate, make hazards identifiable, by tying bright tape to them.			
			5. Where possible warn the group about hazardous plants and explain which they should not touch. Any highly dangerous plants should be identified in advance, and participants prevented from coming into contact with them.			
			6. Where possible, check the route/area for possible hazards before the visit and take action where appropriate.			
			7. First aid kit and first aider available.			
			8. Participants and adults advised to wear appropriate clothing (long sleeved top and long trousers).			
Injury from tools (loppers, secateurs, hand drills)	All	High	1. Tools to be counted in and out by forest school leader.	FS leader, School Staff, volunteers & participants	B & D & A	MEDIUM
			2. Clear safety talks before tool use including proper handling and carrying position.			
			3. Establish and maintain tool-free zones.			
			4. Implement 'blood bubble' zone spacing when using tools.			
			5. Tools to be stored securely when not in use.			
			6. Regular tool maintenance and safety checks.			
			7. One-to-one adult supervision for higher risk tools.			
			8. Clear stop signals established.			
			9. First aid kit readily available.			
			10. Tools only used in designated areas.			

Injury from parachute/High Tarps in outdoor seating area (e.g. strangulation/ trip hazards/ water pooling/ collapse/ main line carabiner hitting someone)	All	High	<ol style="list-style-type: none"> 1. Parachute / tarps should be securely erected by the trained Sores school leader, assisted by school staff / volunteers. 2. Where appropriate, advise the group that there may be trip / strangulation hazards from the parachute / overhead tarps and advise them to be aware of paracord tied at eye level. 3. Any loose ends of paracord must be tied up to prevent risk of strangulation. 4. Use brightly coloured paracord where possible. 5. Advise the participants not to climb or swing on the parachute / Tarps. 6. No materials should be placed or balanced on top of the parachute / Tarps. 7. If water pools on top of the parachute / Tarps (in the occurrence of heavy rain) make sure that it's cleared regularly by an adult. Relocate where participants are sitting as required, so the water does not fall on participants. 8. The parachute / Tarps should be taken down at the end of the session by the trained forest school leader/School Staff /volunteers and put away neatly in the bag. 9. Parachute, tarps, paracord, and seating circle posts to be checked regularly by the forest school leader to ensure they are safe to use during sessions. 10. When putting up the parachute / overhead tarps ensure that other people are stood away from the seating area when putting up / taking down the main line. 	FS leader, School Staff, volunteers & participant group leaders	B & D & A	<div>LOW</div>
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Injury resulting from transporting equipment	All	High	1. Wheelbarrows should not to be overloaded with equipment.	FS leader, School Staff, volunteers & participant group leaders	B & D & A	LOW
			2. When transporting equipment use suitable wheelbarrows that are fit for purpose.			
			3. School staff, volunteers and participants should not carry too much equipment at one time. Instead they should make multiple journeys or ask others for assistance.			
			4. Anyone transporting equipment to be vigilant of themselves and others and watch where they are going.			
			5. Take care on uneven surfaces.			
			6. Work as a team wherever possible to transport equipment and share the load.			
			7. Ensure clear instructions are given to anyone helping.			
			8. Where participants are carrying equipment, ensure this is distributed appropriately and they are instructed on how to carry it safely.			
			9. Clear instructions should be given to anyone nearby (not helping) to take care and to leave plenty of space around the wheelbarrow/rolling boxes/nets.			
Medical emergencies including pre-existing conditions	All	High	1. Obtain medical information for all participants before sessions.	FS leader, School Staff, volunteers & participants	B & D & A	LOW
			2. Keep medical forms and emergency contact details accessible at all times.			
			3. For school groups: Ensure at least one school staff member on duty is first aid trained.			
			4. Maintain fully stocked first aid kit including any participant-specific medications.			
			5. Keep mobile phone charged for emergency calls and have a power bank backup.			
			6. Establish clear evacuation routes and emergency muster points.			
			7. Share up to date information: Brief all school staff on individual medical needs and emergency procedures.			
			8. Keep emergency services access points clear at all times.			
			9. Regular checks of emergency equipment and supplies.			

Walking to the site	All	High	1. Advise the participants to take care when walking on the site and tell them not to run (unless a game in a designated area requires this).	FS leader, School Staff, volunteers & participant group leaders	B & D	LOW
			2. Make the participants aware of the how we will leave the site by walking in a line if we hear the fire alarm or lockdown bells.			
			3. The participants should cross the school field or playground at an appropriate time, with an adult at the front and back of the group.			
			4. Adults should stop advise participants to walk around any children who are partaking in school activities on the playground or school field. A hi-vis vest should be worn by all adults so that school School Staff can spot who is with forest school.			
			5. For school sessions: Maintain the adult to child ratio of 1:5 for KS1 and KS2 and 1:4 for EYFS School Staff and volunteers to be vigilant at all times and spaced out amongst group.			
			6. First aid kit, school radio and mobile phone should be available in case they are required.			
Eating	All	Medium	1. Warn participants not to consume anything they find, i.e. berries, fungi, flowers etc.	FS leader, School Staff, volunteers & participant group leaders	B & D & A	LOW
			2. Wash hands or use antibacterial hand gel before touching food and eating.			
			3. Adults to remain vigilant at all times.			
			4. Warn participants not to consume any food or drink during an activity as this could lead to choking or contamination from things in their environment.			
			5. Participants should only consume food at designated refreshment times or for medical reasons.			
			6. School staff and volunteers should supervise participants during refreshment time.			
			7. No games whilst eating or drinking.			
			8. All School staff and volunteers to be made aware of allergies.			



Environmental damage	All	Medium	1. Make sure all participants are aware of the countryside code – i.e. Do not handle animals, don't damage trees or pick wildflowers, don't leave litter, always close gates.	FS leader, School Staff, volunteers & participant group leaders	B & D	LOW
			2. Be sure to stick to paths wherever possible.			
Infections, disease (including Leptospirosis)	All	Medium	1. Warn participants not to consume anything they find, i.e. berries, fungi, flowers etc.	FS leader, School Staff, volunteers & participant group leaders	B & D & A	LOW
			2. Advise participants not to consume any food or drink during an activity as this could lead to contamination from things in their environment.			
			3. Warn participants not to touch fungi in the forest school.			
			4. Remind participants not to rub their eyes, nose and mouth until after the activity when their hands have been washed.			
			5. Any open cuts should be covered with a waterproof plaster available in the first aid kit on site.			
			6. Any equipment used for activities should be cleaned before use.			
			7. Advise that everyone should wash their hands at the end of the activity or use antibacterial gel.			
			8. If any animal faeces are present, warn participants against touching.			
Injury from dogs	All	Medium	1. Although dogs are <u>not</u> permitted on site, all adults are to be aware that there is a possibility that dogs could be on the public footpath on the outside of the boundary fences run over during the activity.	FS leader, School Staff, volunteers & participant group leaders	B & D	LOW
			2. If a dog should approach, tell the participants to stand still and calm, and wait for the owner to bring it under control.			
			3. Where appropriate, tell the participants not to approach dogs or poke fingers through the fence, even if the owner says they are safe.			



Lack of access and exclusion	All	Medium	1. Ensure all activities are inclusive where practical.	FS leader, School Staff, volunteers & participant group leaders	B & D	LOW
			2. Ensure participants are able to access the activity areas, if necessary remove obvious obstacles or re-route around them to allow wheelchair access where possible.			
			3. The forest school leader should be informed in advance of any accessibility requirements via the class teacher or class TA.			
Litter e.g. glass and sharps	All	Medium	1. Warn participants what they should and should not touch.	FS leader, School Staff, volunteers & participant group leaders	B & D	LOW
			2. Check the route/area for possible hazards before activity, and remove or block off where appropriate.			
			3. Advise everyone not to pick up litter unless using a litter picker, but to inform the Forest School leader who will remove it if it is safe to do so.			
			4. Adults should remove litter where appropriate, washing their hands afterwards.			
			5. Adults to use gloves where appropriate.			
			6. If sharps are found, try to find something to cover it / cordon off the area and notify the school site manager who will use the sharps kit to safely remove it.			
			7. Advise participants to remove any litter that they have dropped.			
Losing participants/children wandering off, entering restricted areas	Participants	Medium	1. For School groups: Maintain the School Staff to child ratio of 1:5 for KS1 and KS2 and 1:4 for EYFS.	FS leader, School Staff, volunteers & participants	B & D & A	LOW
			2. Regular head counts before, during and after the activity.			
			3. Forest school leader to maintain contact with Forest School Director.			
			4. Forest school leader to carry sufficiently charged mobile phone.			
			5. Have school staff and volunteers spaced out amongst the group of participants and be vigilant at all times. Always have an adult at the front and back of the group when moving between locations.			
			6. Inform the participants to keep within the sight of an adult and not to wander off.			
			7. Give clear instructions about the route of walk or boundaries for the activity.			
			8. Advise participants to stay on paths / in designated area & not to go through the gate or exit the site without an adult's permission.			
			9. Introduce and use a recall instruction / sign e.g. Wolf Call to return to base camp and 'Emergency Bell' to assemble at the muster point.			

Tool Risk assessment documentation

Activity Assessed - Tools	Assessed by - Mr. H Eccles	Reviewed by -
Activity Location - Pennington Hall Forest School Site Pennington Flash Forest School Site	Date Assessed - June 2025	Next Review - 1st June 2026

Hazard	Who is at risk?	Risk Level without precautions	PRECAUTIONS To reduced the risk level	Who will do them?	When? Before , During, or After	Risk Level with precautions
Tool Selection and Maintenance	Participants, supervisors	High	1) Use tools appropriate for age and skill level. 2) Inspect tools before and after use for damage or wear. 3) Maintain tools regularly (cleaning, sharpening). 4) Store tools securely.	FS leader, School Staff & volunteers	B & A	LOW
Safety Equipment	Participants, supervisors	High	1) Provide appropriate PPE for each tool. 2) Ensure a first aid kit is available during sessions.	FS leader, School Staff & volunteers	B & D	LOW
Tool Introduction and Training	Participants	High	1) Demonstrate proper tool use before participants use them. 2) Teach the "blood circle" concept (safe working distance). 3) Instruct on proper carrying and passing techniques.	FS leader, School Staff & volunteers	B & D	LOW
Supervision and Ratios	Participants, supervisors	High	1) Maintain suitable adult-to-child ratios. 2) Ensure constant supervision during tool use. 3) Conduct a "tool talk" to review safety rules at the start of each session.	FS leader, School Staff & volunteers	B & D	LOW

Working Area Setup	Participants, supervisors	Medium-High	1) Define clear boundaries for tool use areas. 2) Ensure adequate spacing between participants. 3) Arrange workstations based on specific tool requirements.	FS leader, School Staff & volunteers	B & D	LOW
Participant Guidelines	Participants, supervisors	Medium-High	1) Establish clear rules (e.g., no running with tools). 2) Implement a permission system for tool access. 3) Encourage participants to self-assess readiness for tool use.	FS leader, School Staff & volunteers	B & D	LOW
Specific Tool Procedures (Knives)	Participants, supervisors	High-Critical (cuts, punctures)	1) Use knives only in designated areas with supervision. 2) Keep fingers behind cutting lines; use stable surfaces. 3) Wear protective gloves on the non-tool hand. 4) Carry knives with blades pointing down; store securely when not in use. 5) Maintain safe distances from others while using knives.	FS leader, School Staff, volunteers & Participants	B, D & A	LOW
Specific Tool Procedures (Saws)	Participants, supervisors	High-Critical (cuts, slips)	1) Use saws appropriate for the task; ensure they are in good condition. 2) Operate saws with two hands; maintain proper body positioning. 3) Cut away from the body; use guards when not in use. 4) Start with a small nick before full sawing motion.	FS leader, School Staff, volunteers & Participants	B, D & A	LOW
Specific Tool Procedures (Hand Drills /Augers)	Participants, supervisors	High	1) Wear appropriate PPE (safety goggles, hard hat, gloves, steel-toed boots). 2) Inspect auger before use for damage or loose parts. 3) Clear work area of debris and check for underground utility lines. 4) Maintain stable stance and firm grip with both hands. 5) Use correct auger bit for the job and material. 6) Keep hands and feet away from operating bit. 7) Turn off auger before adjustments or clearing debris.	FS leader, School Staff, volunteers & Participants	B, D & A	MEDIUM
Specific Tool Procedures (Mallet)	Participants, supervisors	Medium-High	1) Inspect the mallet before use for loose heads. 2) Place the mallet on the bench carefully to avoid falling.	FS leader, School Staff, volunteers & Participants	B, D & A	LOW

Knots Risk assessment documentation

Activity Assessed - Knots	Assessed by - Mr. H Eccles	Reviewed by -
Activity Location - Pennington Hall Forest School Site Pennington Flash Forest School Site	Date Assessed - June 2025	Next Review - 1st June 2026

Hazard	Who is at risk?	Risk Level without precautions	PRECAUTIONS To reduced the risk level	Who will do them?	When? Before , During, or After	Risk Level with precautions
Rope burns	All participants	Medium	1) Use soft, braided synthetic ropes. 2) Demonstrate proper rope handling. 3) Teach participants to avoid sliding hands along ropes quickly.	FS leader, School Staff, volunteers & Participants	B&D	LOW
Entanglement	Younger children (Early Years, KS1)	High	1) Use thicker, more visible ropes for younger children. 2) Maintain higher adult-to-child ratios (e.g., 1:4 for Early Years). 3) Ensure adequate space between participants.	FS leader, School Staff & volunteers	B&D	LOW
Improper knot use leading to accidents	All participants, especially older children (KS2 and above)	Medium-High	1) Teach knots in context, explaining their specific uses and limitations. 2) Supervise closely when knots are used for structural purposes. 3) Regularly check knots tied by participants.	FS leader, School Staff & volunteers	B, D & A	LOW

Choking hazard from small ropes	Early Years children	High	1) Use only larger diameter ropes (>1cm) for very young children. 2) Keep small practice ropes out of reach when not in use. 3) Maintain constant supervision.	FS leader, School Staff, volunteers & Participants	B & D	LOW
Tripping hazards from loose ropes	All participants	Medium	1) Designate clear areas for knot tying activities. 2) Teach proper rope coiling and storage techniques. 3) Regularly check and clear activity areas of loose ropes.	Forest School Leader, Assistants & Participants	B, D & A	LOW
Difficulty learning due to different abilities	Participants with special educational needs or disabilities	Medium	1) Provide one-to-one support where needed. 2) Use visual aids and tactile learning methods. 3) Adapt knots and techniques to individual abilities.	FS leader, School Staff & volunteers	D	LOW



Arts & Crafts Risk assessment documentation

Activity Assessed - Arts & Crafts from woodland materials	Assessed by - Mr. H Eccles	Reviewed by -
Activity Location - Pennington Hall Forest School Site Pennington Flash Forest School Site	Date Assessed - June 2025	Next Review - 1st June 2026

Hazard	Who is at risk?	Risk Level without precautions	PRECAUTIONS To reduced the risk level	Who will do them?	When? Before , During, or After	Risk Level with precautions
Tool use (knives, peelers, saws)	All participants	High	SEE TOOL RA ABOVE 1) Provide tool safety talks and demonstrations 2) Maintain proper adult-to-child ratios- Ensure constant supervision 3) Implement and enforce "blood bubble" concept 4) Use safety gloves when appropriate	FS leader, School Staff & volunteers	B&D	LOW
Allergic reactions to natural materials	All participants	Medium	1) Check for known allergies beforehand 2) Teach proper plant identification 3) Supervise material collection 4) Have first aid kit and allergy medication available	FS leader, School Staff & volunteers	B&D	LOW
Eye injuries from wood chips or plant materials	All participants	Medium	1) Demonstrate proper techniques for carving and crafting 2) Ensure participants work at a safe distance from each other 3) Provide eye protection when necessary	FS leader, School Staff, volunteers & Participants	B&D	LOW

Sustainability and environmental impact	Environment	Medium	1) Teach "Leave No Trace" principles 2) Rotate areas used for material collection 3) Limit harvesting to sustainable levels 4) Use fallen or abundant materials when possible	FS leader, School Staff, volunteers & Participants	B, D & A	LOW
Cuts or splinters from handling raw materials	All participants	Medium	1) Demonstrate proper handling techniques 2) Provide gloves when necessary 3) Ensure proper tool maintenance and sharpness 4) Have first aid kit readily available	FS leader, School Staff & volunteers	B&D	LOW
Tripping hazards from scattered materials	All participants	Medium	1) Designate clear areas for art and craft activities 2) Teach proper material management and clean-up 3) Regularly check and clear activity areas	FS leader, School Staff, volunteers & Participants	B, D & A	LOW



Shelters Risk assessment documentation

Activity Assessed - Shelters	Assessed by - Mr. H Eccles	Reviewed by -
Activity Location - Pennington Hall Forest School Site Pennington Flash Forest School Site	Date Assessed - June 2025	Next Review - 1st June 2026

Hazard	Who is at risk?	Risk Level without precautions	PRECAUTIONS To reduced the risk level	Who will do them?	When? Before , During, or After	Risk Level with precautions
Shelter collapsing	The Group & Leaders	High	1) Advise on proper construction techniques and appropriate materials 2) Choose suitable sites for shelter building- Monitor construction closely 3) Check stability before use	FS leader, School Staff & volunteers	B & D	LOW
Injury from tool use	All participants	High	1) Provide tool safety talks and demonstrations 2) Implement and enforce "blood circle" concept 3) Ensure proper supervision 4) Use safety equipment when necessary	FS leader, School Staff & volunteers	B & D	LOW
Branches poking eyes or body parts	The Group & Leaders	Medium	1) Advise against using materials with dangerous spikes 2) Monitor materials being used 3) Highlight potential dangers to participants	FS leader, School Staff & volunteers	D	LOW

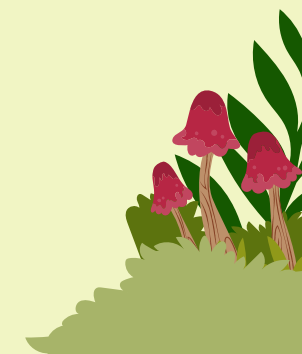
Tripping hazards	All participants	Medium	1) Designate clear areas for shelter building 2) Teach proper material management and storage 3) Regularly check and clear activity areas	FS leader, School Staff, volunteers & Participants	B, D & A	LOW
Knots slipping	The Group & Leaders	Medium	1) Teach and practice specific knots and lashing systems 2) Ensure understanding before major construction begins 3) Regularly check knots during building	FS leader, School Staff & volunteers	B & D	LOW
Lifting heavy items	All participants	Medium	1) Demonstrate proper lifting techniques 2) Encourage teamwork for carrying heavy items 3) Monitor for appropriate material sizes for participants' abilities	FS leader, School Staff & volunteers	B & D	LOW

Camp Cooking Risk assessment documentation

Activity Assessed - Campfire Cooking	Assessed by - Mr. H Eccles	Reviewed by -
Activity Location - Pennington Hall Forest School Site Pennington Flash Forest School Site	Date Assessed - June 2025	Next Review - 1st June 2026

Hazard	Who is at risk?	Risk Level without precautions	PRECAUTIONS To reduced the risk level	Who will do them?	When? Before , During, or After	Risk Level with precautions
Burns from fire or hot equipment	All participants	High	1) Establish clear fire safety rules and boundaries 2) Demonstrate proper handling of hot equipment 3) Use heat-resistant gloves when handling hot items 4) Maintain appropriate adult-to-child ratios	FS Leader, School Staff & Volunteers	B & D	LOW
Food poisoning or allergic reactions	All participants	Medium-High	1) Check for known allergies beforehand- Follow food safety guidelines for storage and cooking 2) Use low-risk foods when appropriate 3) Ensure proper hand washing and hygiene practices	FS Leader, School Staff & Volunteers	B & D	LOW
Fire spreading or getting out of control	All participants & Environment	High	1) Choose suitable location for fire 2) Have fire extinguishing equipment readily available 3) Maintain constant adult supervision 4) Avoid lighting fires in adverse conditions (e.g., high winds, drought)	FS Leader	B & D	LOW

Injuries from improper tool use	All participants	High	1) Provide tool safety talks and demonstrations 2) Implement and enforce "blood circle" concept 3) Ensure proper supervision 4) Use safety equipment when necessary	FS Leader, School Staff & Volunteers	B & D	LOW
Scalds from hot liquids	All participants	High	1) Demonstrate proper pouring and handling techniques 2) Use stable surfaces for hot containers 3) Ensure participants sit still while drinking hot beverages 4) Allow food and drinks to cool before consumption	FS Leader, School Staff & Volunteers	D	LOW
Tripping hazards around fire area	All participants	Medium	1) Clear the cooking area of debris and obstacles 2) Establish clear pathways around the fire pit 3) Teach proper movement techniques in the fire area 4) Ensure adequate lighting if cooking extends into darker hours	FS Leader, School Staff & Volunteers	B & D	LOW



A stylized illustration of a forest scene. On the left, a tree trunk is visible with a branch extending upwards. On the right, a larger tree with a thick trunk and a dense green canopy stands prominently. The ground is covered with green grass and small green bushes. In the bottom right corner, there are several small red mushrooms with white spots. The overall color palette is warm, with browns for the trees and greens for the foliage and ground.

06

Safeguarding & Inclusion

Safeguarding children procedures.- Equality and diversity policies - Confidentiality policy - Behavior management strategies - Bullying prevention

Safeguarding Policy for Wild Nurture

Policy Statement

Wild Nurture Forest School is committed to safeguarding and promoting the welfare of all children participating in our activities. We recognize our responsibility to take all reasonable steps to promote safe practice and to protect children from harm, abuse, and exploitation.

Scope of Safeguarding

Our safeguarding policy encompasses a wide range of risks, including:

- Physical, emotional, and sexual abuse
- Neglect
- Online Safety
- Extremism
- Child exploitation
- Female Genital Mutilation (FGM)
- Forced marriage
- Trafficking

Legislation and Guidance

This policy adheres to the following key documents:
Keeping Children Safe in Education (2024)
Working Together to Safeguard Children (2023)
Relevant sections of the Education Act 20023

Responsibilities

All staff and volunteers must:

- Prioritize children's welfare
- Understand and follow this safeguarding policy
- Attend regular safeguarding training
- Report any concerns immediately to the Designated

Safeguarding Lead (DSL)

Designated Safeguarding Lead (DSL):

Mr Hal Eccles
07767 718 7140

Child Protection Procedures

1. Recognize signs of abuse or neglect
2. Respond to the child calmly and reassuringly
3. Record the concern in writing, using the child's exact words where possible
4. Report immediately to the DSL
5. The DSL will decide on appropriate action, including contacting authorities if necessary



Safeguarding Policy for Wild Nurture

Online Safety

- Implement appropriate filters and monitoring systems
- Teach children about online risks and safe internet use
- Ensure staff are trained in online safeguarding issues.

Peer-on-Peer Abuse

We have a zero-tolerance approach to peer-on-peer abuse, including sexual harassment and sexual violence.

All incidents will be taken seriously and thoroughly investigated.

Working with Parents

We are committed to working in partnership with parents/guardians to safeguard children. We will:

- Involve parents in safeguarding processes where appropriate
- Communicate our safeguarding policy clearly
- Provide resources on child safety and wellbeing

Confidentiality and Record Keeping

All safeguarding records will be kept confidential and secure, in line with data protection regulations. Information will only be shared on a need-to-know basis.

Safer Recruitment

We follow safer recruitment practices, including:

- Conducting Enhanced DBS checks for all staff and volunteers
- Verifying identity and qualifications
- Checking employment history and references

Review and Updates

This policy will be reviewed annually or whenever there are significant changes to national guidance or local procedures.



Equality and Diversity Policy for Wild Nuture

Policy Statement

Wild Nuture Forest School is committed to promoting equality, diversity, and inclusion in all aspects of our operations. We aim to create an environment where everyone feels valued, respected, and able to participate fully, regardless of their background or personal characteristics.

Legal Framework

This policy is based on the following legislation:

Equality Act 2010

Human Rights Act 1998

Special Educational Needs and Disability Regulations 2014

Protected Characteristics

We recognize and respect the protected characteristics as defined by the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Aims and Objectives

Our Forest school aims to:

- Eliminate discrimination, harassment, victimization, and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Addressing Discrimination

We have a zero-tolerance approach to discrimination, harassment, or bullying. Any incidents will be:

- Taken seriously and investigated promptly
- Dealt with according to our disciplinary procedures
- Used as learning opportunities to prevent future occurrences

Monitoring and Review

We will:

- Regularly collect and analyze equality data
- Review this policy annually
- Consult with stakeholders from diverse backgrounds to ensure our approach remains effective and relevant



Equality and Diversity Policy for Wild Nurture

Implementation

Curriculum and Activities:

- Ensure our curriculum and activities promote diversity and challenge stereotypes
- Provide materials that reflect diverse communities and cultures
- Adapt activities to ensure all children can participate fully

Staff and Volunteers:

- Recruit from a diverse range of backgrounds
- Provide equality and diversity training for all staff and volunteers
- Ensure fair and transparent promotion and development opportunities

Accessibility:

- Make reasonable adjustments to accommodate children with disabilities
- Ensure our facilities are accessible to all
- Provide information in accessible formats when required

Language and Communication:

- Use inclusive language in all communications
- Provide translation services when necessary
- Be sensitive to different cultural communication styles

Responsibilities

All staff and volunteers must:

- Promote equality and diversity in their work
- Challenge and report discriminatory behavior
- Participate in equality and diversity training

Leadership Team:

- Ensure the policy is implemented effectively
- Set equality objectives and monitor progress
- Lead by example in fostering an inclusive environment

Complaints

Any person who believes they have been treated unfairly or discriminated against should report their concerns to [Designated Person/Role]. All complaints will be handled confidentially and in accordance with our complaints procedure.

Positive Action

We may take positive action to address underrepresentation or disadvantage in specific areas, in line with the Equality Act 2010.

Partnerships

We will work with parents, community groups, and other organizations to promote equality and diversity and to share best practices.



Confidentiality Policy for Wild Nurture

Policy Statement

Wild Nurture Forest School is committed to protecting the privacy and confidentiality of all individuals associated with our school, including children, parents/guardians, staff, and volunteers. We recognize the importance of maintaining trust and respecting the rights of individuals to privacy.

Purpose

This policy aims to:

- Ensure that all information is handled in a confidential manner
- Protect the rights of individuals to privacy
- Provide clear guidelines for handling sensitive information
- Comply with relevant data protection legislation

Legal Framework

This policy adheres to:

- General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Human Rights Act 1998
- Freedom of Information Act 2000

Scope

This policy applies to all staff, volunteers, management committee members, and anyone else with access to confidential information about children, families, or other individuals associated with Wild Nurture Forest School.

Principles of Confidentiality

1. Information about individuals should be shared on a need-to-know basis only
2. All personal information must be treated as confidential
3. Confidentiality does not override the duty to report safeguarding concerns
4. Informed consent should be obtained before sharing personal information
5. Information should be stored securely and accessed only by authorized personnel

Confidentiality Procedures

Verbal Information:

- Discussions about confidential matters should occur in private settings
- Staff should use discretion when discussing sensitive information
- Gossip and informal discussions about individuals are strictly prohibited

Written Information:

- All written records containing personal information must be stored securely
- Digital records should be password-protected and encrypted where possible
- Physical documents should be kept in locked cabinets



Confidentiality Policy for Wild Nurture

restricted access

Sharing Information:

- Information should only be shared with explicit consent, except in cases of safeguarding concerns
- When sharing information, only the necessary details should be disclosed
- A record should be kept of when and why information is shared

Breaches of Confidentiality

Any breach of confidentiality will be taken seriously and may result in disciplinary action. Staff and volunteers must report any potential or actual breaches to the designated person immediately.

Exceptions to Confidentiality

Confidentiality may be breached in the following circumstances:

- When there is a legal obligation to disclose information
- When there is a safeguarding concern about a child or vulnerable adult
- When there is a risk of serious harm to an individual or others

Data Subject Rights

- In accordance with GDPR, individuals have the right to: Access their personal data
- Request rectification of inaccurate data
- Request erasure of their data in certain circumstances
- Restrict processing of their data
- Data portability

Staff and Volunteer Responsibilities

- All staff and volunteers must: Read, understand, and comply with this policy
- Sign a confidentiality agreement
- Attend regular training on data protection and confidentiality
- Report any concerns or breaches immediately

Designated Person for Confidentiality

Mr Hal Eccles - 07767 718740

This person is responsible for overseeing the implementation of this policy and handling any confidentiality concerns.

Review and Monitoring

This policy will be reviewed annually or when there are significant changes in legislation or our operations. We will regularly monitor our practices to ensure compliance with this policy.



Behaviour Management Strategy

Philosophy

At Wild Nurture Forest School, our behavior management strategy is rooted in respect, responsibility, and resilience. We believe that positive behavior is best fostered through clear expectations, consistent reinforcement, and a nurturing environment that encourages growth and learning from mistakes.

Core Principles

1. Proactive Approach: Anticipate and prevent behavioral issues before they occur.
2. Positive Reinforcement: Emphasize and reward desired behaviors.
3. Natural Consequences: Allow students to experience the logical outcomes of their actions when safe to do so.
4. Restorative Practices: Focus on repairing harm and rebuilding relationships.
5. Inclusive Environment: Recognize and accommodate diverse needs and backgrounds.

Setting Expectations

- The Wild Nurture Code: Collaboratively develop a "Wild Nurture Code" with students, including respect for nature, self, and others
- Safety first
- Leave No Trace principles
- Active participation and teamwork
- Responsible tool use

Preventive Strategies

1. Clear Communication:
 - Use concise, age-appropriate language
 - Employ visual aids and demonstrations
 - Check for understanding regularly
2. Structured Environment:
 - Establish clear boundaries for activities
 - Use consistent signals for transitions (e.g., Wolf howls)
 - Create designated spaces for different activities
3. Engaging Curriculum:
 - Design activities that cater to various learning styles and abilities
 - Incorporate choice and student-led learning
 - Balance challenging tasks with achievable goals
- 4 Relationship Building:
 - Learn about each student's interests and background
 - Use "circle time" for group bonding and conflict resolution
 - Implement peer mentoring programs

Positive Reinforcement

- Verbal Praise: Specific, immediate, and genuine
- Non-verbal Cues: Thumbs up, smile, nod
- Token System: Earn "leaves" or "acorns" for positive behaviours



Behaviour Management Strategy

Addressing Misbehavior

Tiered Response System:

1. Gentle Reminder:

- Nonverbal cue or quiet word
- Restate expectation

2. Verbal Warning:

- Clear statement of observed behavior
- Reminder of expected behavior and consequences

3. Reflection Time:

- Short break from activity in designated "thinking spot"
- Guided reflection on behavior and its impact

4. Problem-Solving Conference:

- One-on-one discussion with teacher
- Collaborative plan for improvement

5. Parent/Guardian Involvement:

- Communication with home
- Develop joint strategy for support

Specific Outdoor Considerations

1. Safety Violations:

- Immediate removal from activity
- Retraining before rejoining

2. Tool Misuse:

- Temporary loss of tool privileges
- Additional safety instruction

3. Environmental Damage:

- Restorative action (e.g., planting, cleaning)
- Educational project on environmental impact

Supporting Students with Additional Needs

- Develop individual behavior plans as needed
- Provide quiet spaces for self-regulation
- Use visual schedules and social stories
- Offer sensory tools and breaks

Staff Training and Consistency

- Regular training sessions on behavior management
- Peer observation and feedback
- Consistent application of strategies across all staff

Monitoring and Evaluation

- Keep detailed behavior logs and discuss at regular team meetings to discuss trends and strategies
- Annual review and adjustment of policy
- Seek feedback from students, parents, and staff

Celebrating Success

- End-of-day reflection on positive behaviors
- Weekly recognition in school assembly
- Termly awards for consistent positive behavior



Bullying Prevention Strategy

Wild Nurture Forest School is committed to fostering a supportive, inclusive environment that promotes respect for nature, self, and others. Our bullying prevention strategy is built on a whole-school approach, involving staff, students, parents, and the community. We emphasize holistic development and emotional well-being as key components in preventing bullying behaviors.

Prevention Measures

At the core of our prevention efforts is the establishment of clear expectations. At the beginning of each session, we collaboratively create ground rules with children, ensuring they have a sense of ownership and understanding of behavioral standards. These rules are reinforced through a Forest School Code of Conduct that emphasizes respect, cooperation, and kindness.

Promoting positive behavior is crucial in our strategy. We encourage teamwork and cooperation through various group activities that are inherent to the Forest School approach. Staff members are trained to recognize and praise positive behaviors regularly, reinforcing the values we aim to instill.

Building emotional intelligence is another key aspect of our prevention measures. We incorporate activities that develop self-awareness and empathy, using the natural environment as a tool for learning and growth. Nature-based mindfulness

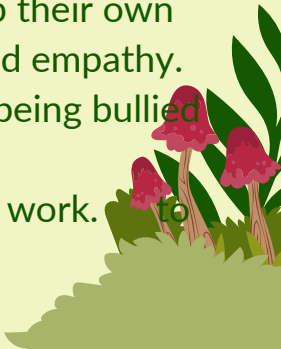
exercises are utilized to promote emotional regulation, helping children develop the skills to manage their emotions effectively. To enhance communication skills, we conduct regular "circle time" discussions.

These sessions provide a safe space for children to address social issues and practice expressing themselves constructively. Additionally, we teach conflict resolution skills through role-playing and practical scenarios, equipping children with the tools to handle disagreements peacefully.

Intervention Strategies

Despite our best prevention efforts, conflicts may still arise. Our intervention strategies are designed to address issues promptly and effectively:

- All staff are trained to intervene immediately when bullying is observed or reported, using a non-judgmental approach to understand the situation fully.
- We implement restorative practices, including a mediation process that allows all parties to express their feelings and needs. This approach guides children to develop their own solutions to conflicts, fostering responsibility and empathy.
- Support systems are in place for both the child being bullied and the child exhibiting bullying behavior. We recognise that both parties need assistance and work to address the root causes of the behavior.



Bullying Prevention Strategy

Community Involvement

Parent education is a crucial component of our strategy. We conduct workshops to educate parents about bullying prevention and the Forest School approach, ensuring consistency between home and school environments. Regular communication keeps parents informed about our anti-bullying efforts and allows for collaborative problem-solving when issues arise.

We also forge community partnerships to reinforce our anti-bullying message. By collaborating with local organizations and inviting community members to participate in anti-bullying events at the Forest School, we create a wider support network and reinforce the importance of kindness and respect beyond our school boundaries.

Ongoing Assessment and Improvement

To ensure the effectiveness of our strategy, we conduct regular assessments:

- Annual surveys measure bullying incidents and overall school climate.
- We review and update our strategy yearly based on feedback and results.
- Ongoing staff training keeps our team up-to-date with the latest bullying prevention techniques.

By implementing this comprehensive strategy, Wild Nurture Forest School creates a safe, supportive environment where bullying is actively prevented and addressed. This approach allows all children to fully benefit from the unique learning experiences offered by the Forest School, fostering personal growth, resilience, and a deep respect for themselves, others, and the natural world around them.









A stylized illustration of a forest scene. On the left, a tree trunk is visible with a branch extending upwards. On the right, a larger tree with a thick trunk and a dense green canopy stands prominently. The ground is covered with green grass and small plants. In the bottom right corner, there are some pink mushrooms. The background is a light yellowish-green.







07 Environmental considerations

Flora and fauna information - Environmental impact assessment -
Sustainability practices

Selected Flora at Wild Nuture

Flora	Picture	Description
Clover		Low-growing plant with trifoliate leaves. Fixes nitrogen in the soil, improving fertility for other plants and making it valuable in both natural and agricultural settings.
Sorrel		Edible plant with arrow-shaped leaves. Has a tangy, lemony flavor and was traditionally used to treat scurvy due to its high vitamin C content.
Nettle		Stinging plant with serrated leaves. Rich in nutrients and supports over 40 species of insects, making it an important plant for biodiversity despite its sting.
Hawthorn		Small tree with white flowers in spring. Leaves have deep lobes, branches have sharp thorns. Grows up to 14m tall. Important for wildlife, providing food for butterflies and small animals. Good for hedges as it can grow in windy areas.
Sycamore		Large tree that can live for 400 years and grow up to 35m tall. Has big leaves with five pointed lobes. Bark starts smooth but gets rough with age. Grows well in cities as it can handle pollution. Wood is used for making furniture.
English Oak		Well-known tree with wavy-edged leaves and acorns. Can live for 800 years and grow to 20m tall. Very important for nature, with many insects living on it. Grows in many types of soil. Valued for its strong wood and as a home for wildlife.

Selected Fauna at Wild Nurture

Flora	Picture	Description
Grey squirrel		Agile tree-dweller with bushy tail. Introduced species that has largely displaced the native red squirrel, impacting forest ecosystems and biodiversity.
House sparrow		Small, brown bird often seen in urban areas. Populations have declined significantly in recent decades, raising concerns about urban biodiversity.
Ladybirds		Small, round beetles with bright colors and spots. Most common species are red with black spots, but colors can vary. Known as helpful garden insects that eat pests like aphids.
Eurasian magpie		Black and white bird with long tail, known for intelligence. One of few animals to pass the mirror self-recognition test, indicating advanced cognitive abilities.
Common frog		Amphibian with smooth, moist skin and powerful legs. Hibernates in winter at the bottom of ponds or under logs, playing a vital role in both aquatic and terrestrial ecosystems.
Butterflies (e.g., Wall Brown)		Insects with large, often colorful wings. Important pollinators, with complex life cycles including metamorphosis, serving as indicators of ecosystem health.

Environmental Impact Assessment

Wild Nurture Forest School is committed to minimizing its environmental impact while providing enriching outdoor experiences. This updated assessment addresses key activities and their potential effects on the local ecosystem, along with our mitigation strategies.

Outdoor Games

Outdoor games are essential for children's development but can impact the environment. Our main concerns and mitigation strategies are:

Impact:

- Trampling of ground flora
- Damage to trees (leaf picking, hugging, climbing)
- Disturbance of fauna habitats

Mitigation:

- Rotate activity areas based on seasonal observations
- Educate children on minimal impact practices
- Designate specific play zones to contain impact

Fire Lighting & Camp Fire

Our fire activities are centered around a permanent eco-friendly fire circle, carefully managed to prevent soil compaction and minimize resource depletion.

Impact:

- Soil compaction around fire sites
- Fire risk when site unattended
- Smoke disturbance to local fauna
- Depletion of natural resources
- Potential pollution from cooking materials

Mitigation:

- Use of eco-friendly fire circle with wood chip base
- Rotate fire sites seasonally
- Replenish soil nutrients in affected areas
- Plant new trees to replace used branches
- Use biodegradable cooking materials

Tree Climbing

Tree climbing is a popular activity that we closely monitor to prevent damage to various forest layers.

Impact:

- Damage to field, shrub, and canopy layers
- Removal of natural materials (twigs, branches)
- Root trampling

Mitigation:

- Regular tree surveys by qualified arborists

Environmental Impact Assessment

- Encourage climbing only on mature, sturdy trees
- Educate on proper climbing techniques
- Plant new trees to replace damaged ones
- Protect exposed roots with mulch or barriers

Craft Making

Craft activities are conducted with a strong emphasis on sustainability, using a "leave no trace" policy and educating participants on the importance of preserving natural resources.

Impact:

- Disturbance of ground flora and leaf litter
- Reduction in decomposition cycle materials
- Potential litter from craft materials
- Removal of fauna food sources (berries, seeds)

Mitigation:

- Implement a "leave no trace" policy
- Rotate craft material collection areas
- Use sustainable or farmed craft materials when possible
- Educate on the importance of leaving food sources for wildlife
- Conduct regular litter sweeps

Forest Walking

We carefully plan and maintain forest walking routes to minimise the trampling of sensitive ground flora and disturbance of soil ecosystems.

Impact:

- Trampling of ground flora and field layer plants
- Disturbance of leaf litter and soil ecosystems
- Potential disruption of small fauna habitats

Mitigation:

- Create and maintain designated paths
- Rotate walking routes seasonally
- Educate on importance of staying on paths
- Install raised walkways in sensitive areas

Through these comprehensive mitigation strategies, Wild Nurture Forest School strives to balance educational opportunities with environmental stewardship. We continuously monitor our impact and adjust our practices to ensure that our activities contribute positively to both our participants and the local ecosystem. Regular assessments and feedback from environmental experts help us maintain this delicate balance, allowing us to provide valuable outdoor experiences while preserving the natural beauty and biodiversity of our forest school site.

Three-year Sustainable Land Management Plan

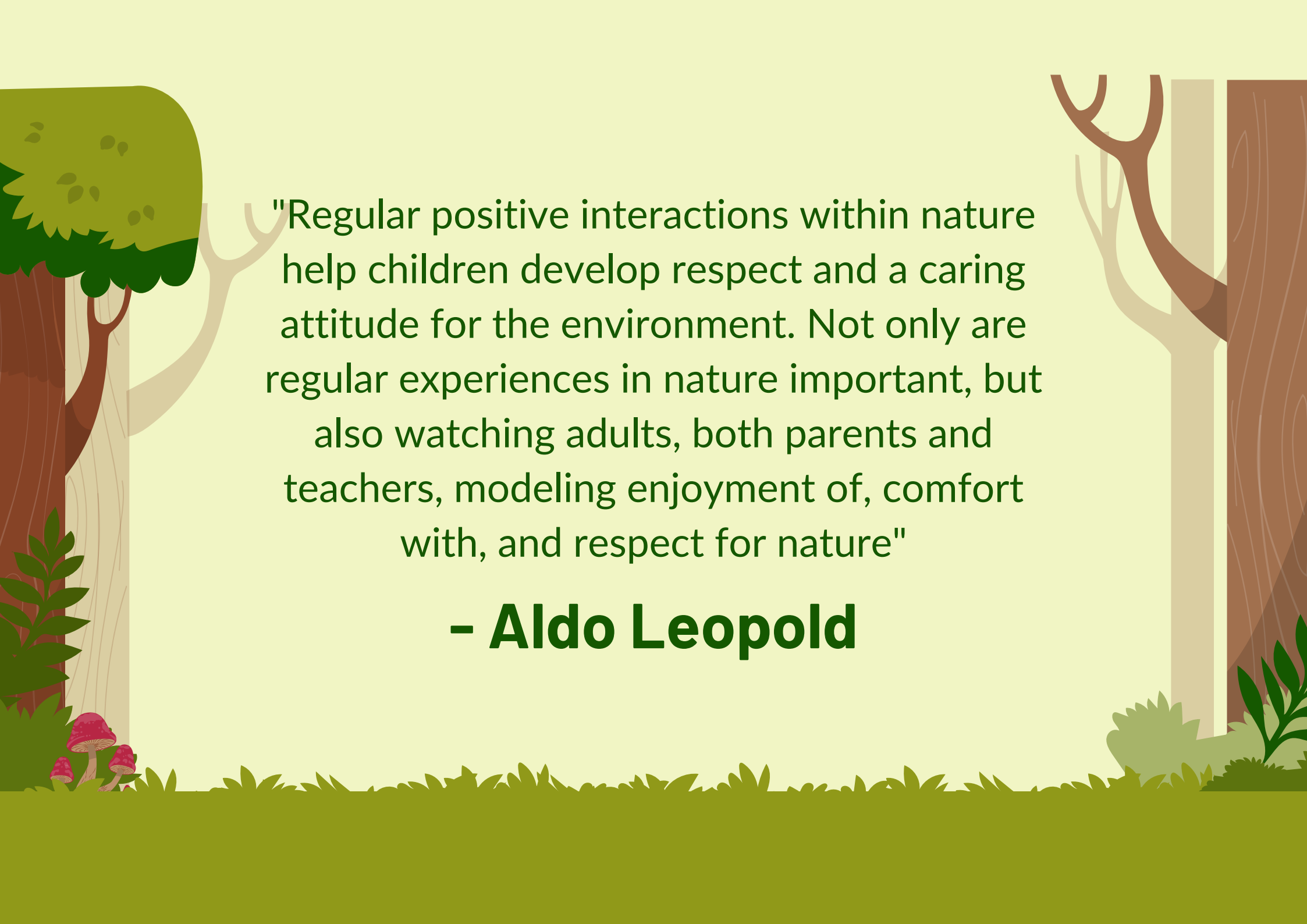
Year 1 (2025-2026)	Year 2 (2026-2027)	Year 3 (2027-2028)
Conduct a tree survey and conduct an ecological assessment of the site.	Conduct annual tree survey and ecological assessment.	Conduct annual tree survey and ecological assessment.
Fell any trees that are too tall or at risk of harm to people, following expert advice.	Start the process of thinning smaller, unhealthy trees, following best practices for biodiversity.	Focus on habitat conservation, conducting detailed wildlife surveys to protect species and their habitats.
Secure boundary fences and install a gate between woodland and main site.	Begin coppicing to store wood for timber or fire use, aligning with the agroforestry actions supported by the ELM scheme.	Implement actions to support recovery of priority habitats and threatened native species, as supported by the updated ELM scheme.
Engage professionals for initial clear felling, ensuring minimal disturbance to wildlife habitats.	Explore pollarding techniques to promote upper canopy growth.	Consider introducing agroforestry elements, combining tree growth with educational activities.
Construct a permanent fire circle, seating, all-weather canopy, and path using sustainable materials.	Build a wall using reclaimed materials to support the wood chip path, incorporating principles of habitat creation.	Explore possibilities for lowland peat protection or restoration, if applicable to the site.

Year 1 (2025-2026)	Year 2 (2026-2027)	Year 3 (2027-2028)
Establish a tool area using logs from felled trees.	Implement nutrient management practices as per the new SFI standard.	Evaluate the success of implemented SFI and CS actions and adjust management practices accordingly.
Apply for the Sustainable Farming Incentive (SFI) and Countryside Stewardship (CS) schemes through the new single application process.	Explore options for creating or restoring wetland habitats under the new ELM scheme premium payments.	Develop a long-term plan for continuous improvement of the site's biodiversity and educational value.
Implement actions from the new hedgerows standard to enhance existing hedgerows.	Develop a plan for enhancing and restoring watercourses within the site, if applicable.	
Begin integrated pest management practices as per the new SFI standard.		

Beyond 2028, sustainable land management should focus on long-term environmental goals and climate change adaptation. Key activities may include expanding wildlife habitats and woodland cover, implementing nature-based solutions for flood and drought resilience, and enhancing carbon storage through improved soil management and agroforestry.

There may also be increased emphasis on landscape-scale conservation efforts, encouraging collaboration between landowners to achieve broader ecological benefits and contribute to national environmental targets.



The background is a light cream color. On the left, there is a large tree with a thick brown trunk and a full green canopy. To its right, a smaller, lighter-colored tree trunk is visible. On the far right, another tree trunk is partially shown. At the bottom, there is a green grassy field with several small pink mushrooms and green foliage. The text is centered in the upper half of the image.

"Regular positive interactions within nature help children develop respect and a caring attitude for the environment. Not only are regular experiences in nature important, but also watching adults, both parents and teachers, modeling enjoyment of, comfort with, and respect for nature"

- Aldo Leopold

A stylized illustration of a forest scene. On the left, a tree trunk is partially visible. In the center, the title '08 Policies and Procedures' is displayed in a large, bold, dark red font. Below the title, a list of topics is written in a smaller, dark green font. On the right, a large tree with a thick brown trunk and a full green canopy stands prominently. At the base of the trees, there are green bushes and several red mushrooms with white spots. The bottom of the image is a solid green horizontal band representing the ground.

08 Policies and Procedures

Health and Safety policy - Cancellation procedure - Risk-benefit
assessment - Fire protocol - Tool protocol - Clothing protocol

Health and Safety Policy

Introduction

Wild Nurture Forest School is committed to providing a safe and healthy environment for students, staff, and visitors. This policy outlines our commitment to health and safety management, ensuring that all activities are conducted safely and responsibly.

Statement of Intent

We will ensure the health, safety, and welfare of all individuals involved in our school activities by:

- Maintaining high standards of health and safety
- Providing necessary training for staff and volunteers
- Ensuring regular risk assessments are conducted
- Communicating safety procedures effectively to all involved

Roles and Responsibilities

- The Head of Forest School is responsible for implementing this policy, ensuring compliance with health and safety legislation
- All staff and volunteers are required to follow established safety procedures and maintain a safe environment
- Students are encouraged to take responsibility for their own safety and that of their peers

Risk Assessment

Regular risk assessments will be conducted to identify potential hazards associated with outdoor activities. Specific attention will be given to:

- Weather conditions
- Terrain and natural features of the woodland
- Use of tools and equipment

Emergency Procedures

In case of an emergency:

- First-aid kits will be readily available and staff will be trained in first-aid procedures
- A clear communication system will be established for reporting incidents
- An emergency contact list will be maintained for all students and staff

Fire Safety

- A designated fire circle will be established to identify the danger area
- Entering the fire circle is only allowed from outside the seating area
- Fire safety procedures will be clearly communicated to all participants

Health and Safety Policy

Tool Use

- A separate tool use policy will be developed and followed
- Appropriate adult-to-child ratios will be maintained when using tools
- All tools will be regularly inspected and maintained

Policy created by: Mr Hal Eccles

Date: June 2025

Review Date: June 2026

Environmental Impact

- We will follow the Countryside Code and teach respect for the environment
- Participants will be instructed not to pick living plants or disturb wildlife habitats

Monitoring and Review

This policy will be reviewed annually and updated as necessary to reflect changes in legislation or school operations. Feedback from staff, students, and parents will be considered in this process.

Conclusion

By adhering to this Health and Safety Policy, Wild Nurture Forest School aims to create a safe and enjoyable learning environment that promotes the well-being of all participants.



Session Cancellation Procedures

Notice Period

- We require a minimum of 24 hours notice for cancellations or rescheduling of sessions.
- Exceptions may be made for emergencies and unforeseen circumstances at the discretion of the Forest School leader.

Weather-Related Cancellations

- Sessions may be cancelled due to severe weather conditions, including but not limited to:
- Met Office severe weather warnings
- Wind speeds approaching or exceeding Beaufort Scale Level 7 (50kph/32mph)
- Heavy snow, thunder and lightning, or conditions increasing the risk of hypothermia
- The Forest School leader will make the final decision on weather-related cancellations.

Communication of Cancellations

- Forest School staff will contact each other as soon as a cancellation is deemed necessary.
- The school administration will be responsible for notifying parents/guardians of any cancellations.
- We will strive to provide as much advance notice as possible for all cancellations.

On-Site Cancellations

- If a session needs to be cancelled while participants are already on-site, we will follow the school's safe walking policy to return to the main school building.

Rescheduling

- We will attempt to reschedule cancelled sessions within the same term, subject to availability and weather conditions.

Alternative Activities

- In the event of a last-minute cancellation, we may offer alternative indoor activities when possible.

Refunds and Credits

- No refunds will be issued for weather-related cancellations or cancellations made with less than 24 hours' notice.
- Credits for future sessions may be issued at the discretion of the Forest School leader.

Record Keeping

- All cancellations will be documented, including the reason for cancellation and any rescheduling arrangements.
- This cancellation policy will be reviewed annually and may be subject to change.



Risk Benefit Analysis

Benefits:

- Hands-on, experiential learning in nature
- Development of problem-solving and critical thinking skills
- Increased physical activity and fitness
- Improved gross and fine motor skills
- Mental health and well-being benefits
- Reduced stress and anxiety
- Improved self-esteem and confidence
- Enhanced teamwork and communication skills
- Improved conflict resolution abilities
- Environmental awareness
- Increased understanding and appreciation of nature
- Development of conservation ethics

Risks:

- Physical injuries: e.g. Slips, trips, and falls
- Cuts and scrapes from tools or natural elements
- Exposure to extreme temperatures
- Risks associated with severe weather conditions
- Insect stings or bites
- Plant-related allergies
- Children wandering off from the group
- Potential for animal bites or stings

Mitigation Strategies:

1. Comprehensive risk assessments for all activities
2. Regular staff training in first aid and emergency procedures
3. Appropriate adult-to-child ratios
4. Clear boundaries and safety rules communicated to all participants
5. Proper use and maintenance of equipment and tools
6. Regular site inspections to identify and address potential hazards
7. Weather monitoring and flexible programming to adapt to conditions
8. Allergy awareness and management plans
9. Clear communication protocols with parents/guardians

Conclusion:

While there are inherent risks associated with outdoor learning, the benefits of Forest School experiences significantly outweigh these risks when proper safety measures and risk management strategies are in place. The physical, mental, and social benefits contribute to holistic child development, making Forest School a valuable educational approach.



Fire Protocol

Fire Area Setup

- Establish a designated fire circle with clear boundaries
- Ensure the fire is only lit in the designated fire pit
- Mark clear exit points around the fire circle

Safety Equipment

- Keep a fire blanket and at least 5L of water present at all times when the fire is lit
- Have a first aid kit with burn treatment readily available
- Ensure a method of communication for emergencies is accessible

Rules and Etiquette

- Establish and communicate clear safety rules, including:
- No crossing inside the fire circle; walk around the outside
- Move if smoke is blowing towards you
- No running near the fire circle
- Reinforce rules with younger children through games like 'duck, duck, goose'

Supervision and Management

- Maintain adult supervision at all times when fire is lit
- Assess weather conditions before lighting fires
- Follow safe lighting and extinguishing procedures
- Never leave the fire unattended

Participant Guidelines

- Instruct participants on proper seating and movement around the fire
- Teach safe methods for adding fuel to the fire (if applicable)
- Ensure long hair is tied back and loose clothing secured

Emergency Procedures

- Establish and communicate clear evacuation procedures
- Train all staff in first aid and burn treatment
- Have a communication system in place for calling for help

Fire Extinguishing

- Follow safe extinguishing procedures, ensuring the fire is completely out
- Check for any remaining hot spots before leaving the area

Regular Review

- Conduct regular reviews of fire safety procedures
- Update protocol as necessary based on experiences and feedback



Tool Protocol

Tool Selection and Maintenance

- Use only tools appropriate for the age and skill level of participants
- Inspect all tools before and after use for damage or wear
- Maintain tools regularly, keeping them clean and sharp
- Store tools securely when not in use

Safety Equipment

- Provide appropriate Personal Protective Equipment (PPE) for each tool
- Ensure the first aid kit is readily available during tool use sessions
- Tool Introduction and Training
- Demonstrate proper use of each tool before allowing participants to use
- Teach and reinforce the "blood bubble" concept (safe working distance)
- Instruct on proper carrying and passing techniques for each tool

Supervision and Ratios

- Maintain appropriate adult-to-child ratios for tool use activities
- Ensure constant adult supervision during tool use
- Implement a "tool talk" at the beginning of each session to review safety rules

Working Area Setup

- Establish clear boundaries for tool use areas
- Ensure adequate space between participants when using tools
- Set up workstations with consideration for the specific tools being used

Participant Guidelines

- Establish clear rules for tool use (e.g., no running with tools, tools down when not in use)
- Implement a permission system for accessing and using tools
- Encourage participants to assess their own readiness for tool use

Specific Tool Procedures

- Develop and follow specific safety procedures for each type of tool
- Use tool guards and sheaths when appropriate
- Implement a "tools down" signal for immediate stoppage of all tool use

Emergency Response

- Establish clear procedures for tool-related injuries
- Train staff in first aid specific to potential tool injuries
- Have a communication system in place for calling for help



Tool Protocol

Clean-up and Storage

- Supervise the cleaning and proper storage of tools after use
- Count and check all tools at the end of each session
- Secure tools in a locked storage area when not in use

Regular Review and Assessment

- Conduct regular reviews of tool use procedures
- Assess participant skills and adjust tool use permissions accordingly
- Update protocol as necessary based on experiences and feedback

Knives:

- Always use knives in a clear, defined area with adult supervision
- Use the knife away from your body and others
- Keep fingers behind the cutting line and use a stable cutting surface
- Store knives securely when not in use
- Carry with the blade pointing down
- Use protective gloves on the non-tool hand
- Maintain a safe distance of arm's length plus tool length from others
- Establish clear behavior expectations and consequences for misuse

Saws:

- Ensure saws are appropriate for the task and in good condition
- Use two hands on the saw for stable operation
- Keep body parts away from the cutting area
- Always cut away from yourself and others
- Use standing in an upright position
- Make a small nick in the wood first, then use the full length of the saw
- Keep both legs to one side of the saw
- Put protective guards on when not in use

Axes:

- Use axes only in designated areas with adult supervision
- Always swing the axe in a clear area, away from others
- Ensure the axe is sharp and maintained for effective use
- Follow proper lifting and carrying methods to avoid accidents
- Never put the axe blade into the ground
- Maintain a safe stance when using axes



Clothing Protocol

Remember:

- Weather in our area can be unpredictable. It's better to have extra layers that can be removed if not needed.
- Children will get dirty during Forest School activities – please send them in clothes that can get muddy or paint-stained.
- Check the weather forecast before each session and adjust clothing accordingly.

To ensure your child has a safe and enjoyable experience at our Forest School, please adhere to the following clothing guidelines:

Layered Clothing:

- Base layer: Thermal underwear or thin, breathable clothing
- Middle layer: Fleece or wool for insulation
- Outer layer: Waterproof and windproof jacket and trousers

Footwear:

- Sturdy, closed-toe shoes or boots with good grip
- Wellington boots for wet conditions
- Thick, warm socks (plus a spare pair)

Headwear:

- Sun hat in warm weather
- Warm hat or beanie in cold weather

Gloves:

- Waterproof gloves in cold or wet weather
- Thin gloves for activities requiring dexterity

Additional Items:

- Scarf or neck warmer in cold weather
- Sunglasses for bright days

Seasonal Considerations:

Summer:

- Light, long-sleeved shirts and long trousers (for sun and insect protection)
- Apply sunscreen before arrival

Winter:

- Extra layers of warm clothing
- Thermal underwear
- Warm, waterproof coat

AVOID:

- Open-toed shoes or sandals
- Shorts (unless specified for very hot weather)
- Expensive or precious clothing items

Other considerations:

- Please pack a complete change of clothes, including underwear and socks
- Ensure all items are clearly labelled with your child's name



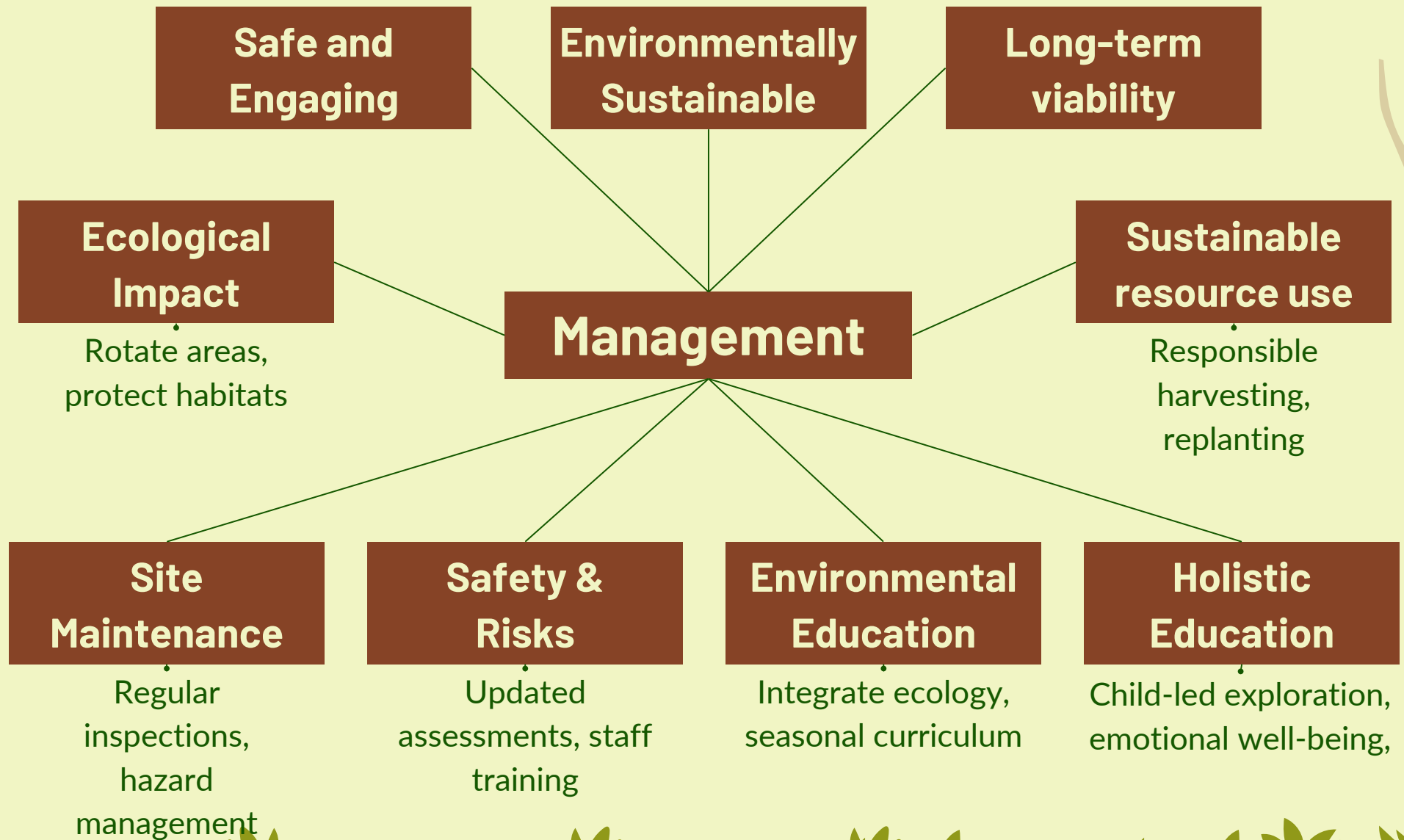
A stylized illustration of a forest scene. On the left, a tree trunk is visible with a branch extending upwards. On the right, a larger tree with a thick trunk and a dense green canopy stands prominently. The ground is covered with green grass and small green bushes. In the bottom right corner, there are several red mushrooms with white spots. The background is a solid light green color.

09

Management & Administration

Management plan - Volunteer information and guidelines -
Documentation and record-keeping procedures

Wild Nurture Management Plan



Volunteer Information and Guidelines

Thank you for your interest in volunteering with us! Your support is invaluable in providing enriching experiences for our young learners. Please review the following guidelines:

Safety First

- Familiarize yourself with our health and safety policies
- Report any hazards or concerns to the Forest School Leader immediately
- Know the location of first aid kits and emergency procedures

Supervision

- Always maintain line of sight with children
- Adhere to our adult-to-child ratios
- Encourage child-led learning, but intervene if safety is at risk

Confidentiality

- Respect the privacy of all children and families
- Do not share personal information or photos without proper consent

Inclusive Environment

- Treat all children equally and with respect
- Be aware of and sensitive to individual needs
- Encourage participation from all children

Nature Respect

- Model respectful behavior towards nature
- Follow our 'leave no trace' policy
- Encourage children to observe rather than disturb wildlife

Dress Code

- Wear appropriate outdoor clothing (see our clothing protocol)
- Bring spare clothes and rain gear

Communication

- Use positive language and encouragement
- Report any concerns about a child's wellbeing to the Forest School Leader

Activities

- Assist with setting up and packing away equipment
- Support children in activities, but allow them to lead their own learning
- Be prepared to get involved in all aspects of Forest School life and enjoy yourself!

We appreciate your commitment to Wild Nurture Forest School. Your enthusiasm and support help create a rich, engaging environment for our young explorers!



Document and Record Keeping Protocol

Data Collection and Storage: Wild Nurture Forest School will collect only necessary personal data for its operations. We will store electronic data securely using encryption and strong passwords, while physical documents will be kept in locked cabinets when not in use. Access to personal data will be limited to authorized staff only.

Data Retention: We will retain records only for as long as necessary for their intended purpose. A records disposal schedule will be followed for different types of information, and annual information audits will be conducted to ensure data accuracy and relevance.

Confidentiality: All staff and volunteers will be trained on data protection principles. A "clean desk" policy will be implemented to prevent unauthorized access, and secure methods will be used for sharing sensitive information.

Data Subject Rights: Clear privacy notices explaining data usage and sharing will be provided. Explicit consent will be obtained for collecting and processing personal data. Individuals will be allowed to access their data upon request, and personal information will be promptly updated or deleted when requested.

Data Security: Firewalls and antivirus software will be installed and regularly updated. Secure, password-protected devices will be used for accessing personal data. A procedure for reporting and addressing data breaches will be implemented.

Special Category Data: Extra safeguards will be applied for sensitive information, such as medical data. Access to special category data will be limited to essential personnel only.

Data Destruction: Physical documents containing personal information will be shredded. Electronic data will be securely erased when no longer needed. An accredited supplier will be used for confidential waste disposal.

Staff Training: Regular data protection training will be provided for all staff and volunteers to ensure an understanding of the importance of data confidentiality.

Documentation: A record of all data processing activities will be maintained, and data protection policies will be regularly reviewed and updated.

Data Protection Officer: The Forest School Director will oversee compliance, and regular audits of data protection practices will be conducted.





Social Media

Find us on Social Media:

Facebook

Instagram

Tik Tok

Youtube



A stylized illustration of a forest scene. On the left, a tree with a thick brown trunk and a green, rounded canopy stands next to a smaller, lighter-colored tree. On the right, another tree with a brown trunk and sparse branches is visible. The ground is covered in green grass and small plants, including a few red mushrooms on the left. The background is a solid light green color.

Thanks!

Do you have any questions?

info@wildnurture.uk

www.wildnurture.uk



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