



Forest school offers limitless opportunities for young people to develop and grow. Sarah Blackwell wrote a report on the outcomes of Forest School. It stated, when considering the building of confidence and well-being the impacts of long-term Forest school program facilitation were overall positive and measurable impacts on resilience, confidence and well-being. Students taking part demonstrated a marked improvement in negotiation and communication skills. Furthermore, when considering the impact on confidence, there was a marked increase in propensity to take risks, higher levels of self belief, positive attitude, independence and increased tendency to take the lead and initiative.

in the long term forest schools were found to have a positive impact on children's physical and mental health, improving their social and cognitive competence. Without doubt the case studies considered showed that promoting the well-being of children through the forest school would certainly enhance their confidence and resilience.



The LOCAL site contains a wildlife area that is run and managed by Westminster, providing a haven for birds, butterflies, bats, beetles and lots more. Created during 2007 and designed in conjunction with the local community the wildlife area contains among other benefits an outdoor classroom, various wildlife habitats and composting facilities. Hedgerows, trees and shrubs, tall grasses, wildflowers, woodpiles, a composting area, climbers and creepers all provide birds, small mammals and insects with food shelter and places to breed. The site is particularly important for the survival of the House Sparrow, as the dense hedging on the perimeter and within the park creates a perfect nesting habitat. Once a common and numerous bird in London, the House Sparrow is now in dramatic decline (decline of 85 % from 1975 to 1995) and Queen's Park Gardens supports one of only four known colonies in Westminster.

Boundaries During Sessions

Before each session begins children are made aware of how far that they can explore. We do have lots of fun beneath the trees. If children move to explore hidden areas an adult should also move into the cover deep enough to be able to see the children but allowing the children the freedom to explore independently.

If facilitators should lose sight of a child they will shout '1, 2, 3, where are you?'

The children will have been taught to respond '1, 2, 3, I am here', or signal in other ways if non-verbal.

This will enable the leader to trace children who are temporarily out of site.

Children who are known to need 1-1 support are given the support needed.



FOREST school

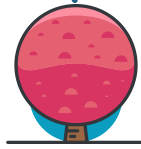
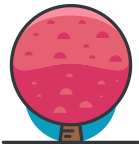
A key component of fostering well-being with young people is to ensure that they are in a safe and supporting environment. The quality of the provision and environment are key when trying to foster a culture of flourishing well-being as engagement with environment. Ensuring control of and provision of a stimulating and safe environment is a key consideration.

Forest School is an ideal format to provide children with a safe stimulating and open environment with which within which they can learn and express themselves, as in this stage of their development children are consistently developing new schema, IT IS A IDEAL Platform for discovery and learning.

The forest school environment is an ideal place for them to experience and explore, not only is engagement with environment a key indicator, well-being is also a way through which children can learn and express themselves.

Stimulating interventions are VITAL TO ENGAGE AND DEVELOP LEARNERS' KNOWLEDGE AND CONFIDENCE, inviting them to communicate by asking thought-provoking questions and giving children autonomy. Forest school allows students to decide upon the way sessions are delivered and activities performed, letting them participate in the setting of rules giving them a sense of agency.

Risk taking and PLAY



Queen's Park Primary school Forest School has been offered since the mid 90s, in line with the inception of its rise within the local area .

At Queen's Park there is an ongoing history of training and staff ,with an increased team this year including an additional two facilitators.

Historically provision has been for early years however this looks to be changing and as part of our work, as a **CENTER OF MENTAL HEALTH AND WELL BEING** ,we plan to make this an offer to our key stage two students as well.

A driving principle of forest school is that it should approach children's development holistically and support the development of the whole child. Opportunities can easily be engineered to enable children to work with those they may not instinctively choose to. The woodland environment being far larger than traditional classroom environments allows children to separate and play and work in the groups they are comfortable with. The provision fosters the child's well-being, healthy growth and development, knowledge and understanding, creativity and capacity to learn.

In any activity from walking across the road to swimming in water there is an element of risk. managed properly any risky activity can be made into a low risk activity. forest school recognizes the importance of risk-taking and promotes opportunities for children to take managed risks. activities that may be used in Forest School include: tool use , tree climbing and hide and seek games..

Self esteem and emotional intelligence



Children who are able to explore different ways to resolve challenges or find out answers for themselves, are the ones who have built their self-esteem and emotional intelligence to the level that gives them the foundation belief and willingness to try, and to explore. Activities like nature trail exploration and craft making, have no definitive standard to the outcome, this gives the child an imaginative space to explore their own competency, hence building their self-confidence and trust in their own ability and thoughts. The resulting effect promotes greater self-esteem and emotional intelligence. The interaction with fellow learners in the natural environment helps children realize the need for appropriate social interaction while still living true to one's individual self, much like how nature has some rules of engagement which we all follow.



Your CU facilitators are
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Forest School is a growing movement within education, used for educating early years and nursery children.. 

It is gathering interest, over the last five years there have been many developments in the world of forest schools.

There is a growth in engagement in outdoor learning on the whole and forest schools are a vital factor in this. The approaches applied during delivery at Forest schools are widely accepted and celebrated by Early years and Primary facilitators.

Nationally there are an increased number of practitioners accessing the programs through training who then deliver in their organisations. This growth, parallel to the outdoor learning movement ,means that children are engaged more successfully in their learning by changing their environment and helping them achieve connectivity with the outdoor world.