



Participant Handbook 2026

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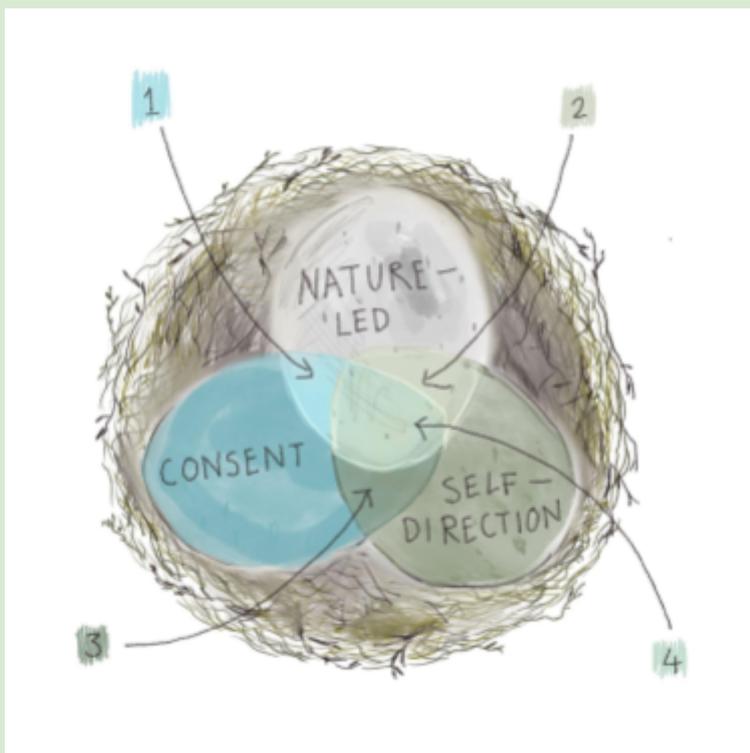


About Us

We Are Wonder is an outdoor learning community for young people guided by the principles of consent, self-direction and nature led learning. Our groups meet weekly during term time between 10am-4pm for a day spent in the woods. Facilitated by a core team and supported by regular volunteers each term, young people aged 5 - 12¹ are welcome to join us. Our sessions are run in blocks of 6-8 weeks, bookable in advance via our booking site: <https://bookwhen.com/wearewonder>.

Our Approach and Ethos to Outdoor Learning:

The guiding principles of consent, self-direction and of being nature-led inform and underpin every aspect of what we do together during our sessions.



1) Nature-led + Consent

Where we come into reciprocal relationship with nature, giving not always taking, understanding our role in the wider ecosystem. Being stewards of the land.

2) Self-direction + Nature-led

Where the boundaries between ourselves and the natural world are softened, where we become deeply grounded and connected to the living world.

3) Consent + Self-direction

Where we authentically meet others and community is

formed.

4) Nature-led + Consent + Self-direction

¹ or their point of readiness, 5 is the minimum age at which they can join any group.

At the heart, where the guiding principles come together, an intentional culture is brought to life.

Our program follows the 6 key principles of the forest school association to ensure our professional standards:

1. Our programme is long-term with weekly sessions held throughout the year
2. Our programme is held in a natural environment to inspire and build connection with nature
3. Our programme offers young people the opportunity to take supported risks appropriate to the environment and themselves
4. Our programme focuses on holistic development with the aim of building resilience, confidence and creativity
5. Our leaders all hold accredited qualifications and develop their professional practice
6. Our programme uses a range of learner centered processes to create a community for development and learning

Our pedagogical approach draws upon rich global histories of nature-based practices. We are conscious of and work towards ensuring that we do not further perpetuate dominant western narratives through acts of cultural appropriation in our work together. Rather we are open to and tread with awareness towards being nature-led - what has/does/could nature teach us at any given moment? Observing the seasons, solstices and creating ritual celebrations that root us to the land we currently inhabit serve as authentic expressions of what it means to be a part of the planet's ecosystem.

Some of the inspirations behind our approach to being in, with and of nature include; The Forest School Association, Braiding Sweetgrass (Robin Wall-Kimmerer), Children in Permaculture (Alderslowe), Consent Based Education (Christophy), Freedom to Learn (Gray), Rewilding Education (Hope), Unschooling (Holt), 'Raising Free People' (Akilah S Richards), 'Ways of Council' (Ojai Foundation), Deschooling Society (Ivan Illich), and Anarchist Pedagogies (ed. Robert H. Haworth). All of these inspirations are approached through a holistic lens that includes the 'Head, Hands and Heart' (Pestalozzi) of all participants.

What Our Programme Aims to Offer Your Child/Children



Sessions are planned around the individual's and group's needs, and built upon each week. All Outdoor Leaders are qualified through nationally recognised and accredited training (Forest and Outdoor Learning Award L8), therefore ensuring our sessions offer a high quality learning experience. The earlier sessions will concentrate on safety; establishing boundaries and routines and allowing time for the young people to become comfortable and confident in our setting. As the individuals develop in their confidence and familiarity with the environment the sessions focus on developing and reinforcing skills, promoting nature connection and developing relationships within the group.

Role of the Outdoor Leaders

The role of the outdoor leaders is to allow the children to meet risks and challenges appropriate to their age, personality and stage of development and to ensure their safety. Our sessions aim to foster a supportive and encouraging community, where children feel their contributions are valued and listened to. We support and encourage the children as they build a meaningful connection to nature, igniting their natural curiosity and extending their learning by providing opportunities and guidance skilfully and sensitively, to support all children to reach their full potential.

As facilitators, we always have a flexible plan for an enjoyable and child centred session. We take into account and respond to children's needs and interests along with the changing seasons and all they have to offer.

Whilst the Outdoor Leaders and volunteers all will make efforts to meet individual needs, we cannot offer continuous one-to-one support and children must be willing to consent to meeting their own needs (personal care, hand washing, wearing layers and waterproofs, eating their lunch and being responsible for their own property) and do their bit to support the needs of the group (personal and collective safety, following the group agreements and showing up for meetings).

Role of Assistant and trainee leads



Assistant and trainee leads are important in supporting our work and providing support to the outdoor leads to enable us to safely facilitate high risk activities. Assistant or trainee leads must be either:

- Working towards a leadership qualification (FOLA L8)
- Exploring their interest in the field of outdoor learning
- Bringing their expertise and experience in another field to life in our setting.

We maintain a high ratio of adults to children (1:6); additional adult assistant and trainee leads can complement these ratios and this helps us to:

- give time, attention and focus to individual children
- plan and carry-out activities such as cooking or tool use
- help children to experience and benefit from the activities we provide
- encourage the children to explore and be adventurous in their play through activities that require greater adult supervision such as tree climbing.

We require assistants and trainees to:

- Have a new PVG check/scheme record update.
- Complete a 3 day outdoor first aid qualification.
- Familiarise themselves with the woodland, the health and safety and the emergency and missing child procedures.
- The Benefit-Risk- Assessments for all activities, must be read, and signed and dated prior to completing their induction period.
- Read the policies and procedures and adhere to the information contained within them.
- Complete the [NSPCC online certified training course](#), Introduction to Child Protection (3hrs).

Role of Volunteers

Volunteers are welcome and very much needed to be a part of our sessions and their contribution is valued and appreciated. Volunteers enable us to share this ethos more widely as well as increasing our group knowledge and skills and keeping the adult to child ratios high.

Volunteers are usually young people (16 +) connected to the group directly or indirectly, but we would welcome anyone who has an interest in helping or learning more about



Outdoor learning. Volunteers are given information about their role within the sessions including any safety elements and are inducted to the site.

We ensure new volunteers are introduced to all staff and existing volunteers. Volunteers will be supported in their role by our Outdoor leaders. All regular volunteers are required to have a PVG check, and where appropriate will have an outdoor First Aid certificate. All volunteers complete an induction session during which time the leaders will:

- Introduce the volunteer to parents
- Provide 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

We require volunteers to:

- Familiarise themselves with the woodland, the health and safety and the emergency and missing child procedures,
- The Benefit-Risk- Assessments for all activities, must be read, and signed and dated prior to completing their induction period.
- Read the policies and procedures and adhere to the information contained within them.
- Complete the [NSPCC online certified training course](#), Introduction to Child Protection (3hrs).

Once the induction period is successfully completed the volunteer is able to be a fully involved member of the team.

Management of Sessions

We Are Wonder is the trading name of **'Wild Green Space'**, a not for profit Community Interest Company SC754799, created by Lillias Kinsman-Chauvet and Georgina Lundy-Clark in 2023 with the aim of connecting with and learning from nature, ourselves and each other. Marwen Cronin (Outdoor Lead) joined the team as Co-Director in January 2024 followed by Lizi Henderson in 2025. We are supported by an incredible team of volunteers and freelance outdoor learning professionals. All Outdoor



Leaders are qualified L8 Forest and Outdoor Learning Leaders who have experience of working within a range of learning environments, including primary and secondary ASN schools and hosting groups for home educated children and their families.

Gina is the programme coordinator for most of **We Are Wonder's** projects as well as one of the sessional Outdoor Leaders. You can contact her at: gina@[wearewonder.org](mailto:gina@wearewonder.org)



Session Information

A Day With Us (The Nest and The Den):

1000-1030*: Drop off/free play at Bellahouston Park Playground (East) behind House for an Art Lover <https://maps.app.goo.gl/yfmMxEPx9Tu3gRr96>

1030-11:00: The Morning Circle - Everyone attends the meeting, which are kept short and focused on 3 main areas:

- Check in
- Groups Agreements
- Plan for the Day

The Circles are central to establishing a culture of consent, of valuing everyone in our community and the time to hear what is happening/is on offer that day.

Check in: We gather in a circle to see and hear each other, we check in with a word/hand gesture.

Group Agreements

The group agreements function to support the running of our circles. We run through them at the start of each day to remind everyone of how we agree to be together in our community meetings.

Some examples could be:

“Support the person holding the circle by listening and not talking over each other”

“Respect each other, nature and ourselves”

“No touching other people or their things without permission”



A code of conduct/behaviour for being together is separate to these agreements and underpins our time spent together with the aim of keeping everyone safe.

Some examples could be:

"If we hear the emergency whistle, we will return to the meeting point at base camp straight away"

"No eating fruits/berries in the forest without checking with an outdoor leader"

"Wash hands before we eat our lunch"

"No entering other peoples' dens without permission".

This code is agreed on together with some exceptions that must be included for group safety.

1500-1530 Closing Circle: everyone attends, these are kept short and focused on checking out of the group space/our time together.

- Check Out
- Suggestions/offerings for the next session

Checking out at the end of the session provides an opportunity for the group to reflect, individually and together on the day's activities as well as make plans for the following week's session. Checking out also provides opportunity for any big feelings or conflicts to be voiced and a plan made to aid resolution outside of the session.

1530-1600*: Collection from Bellahouston Park Playground (East) behind House for an Art Lover <https://maps.app.goo.gl/yfmMxEPx9Tu3gRr96>

1600: Outdoor Leaders return to base camp and pack up.

*depending on group numbers and staff ratios we may require children to be dropped/collected at the top of the site.



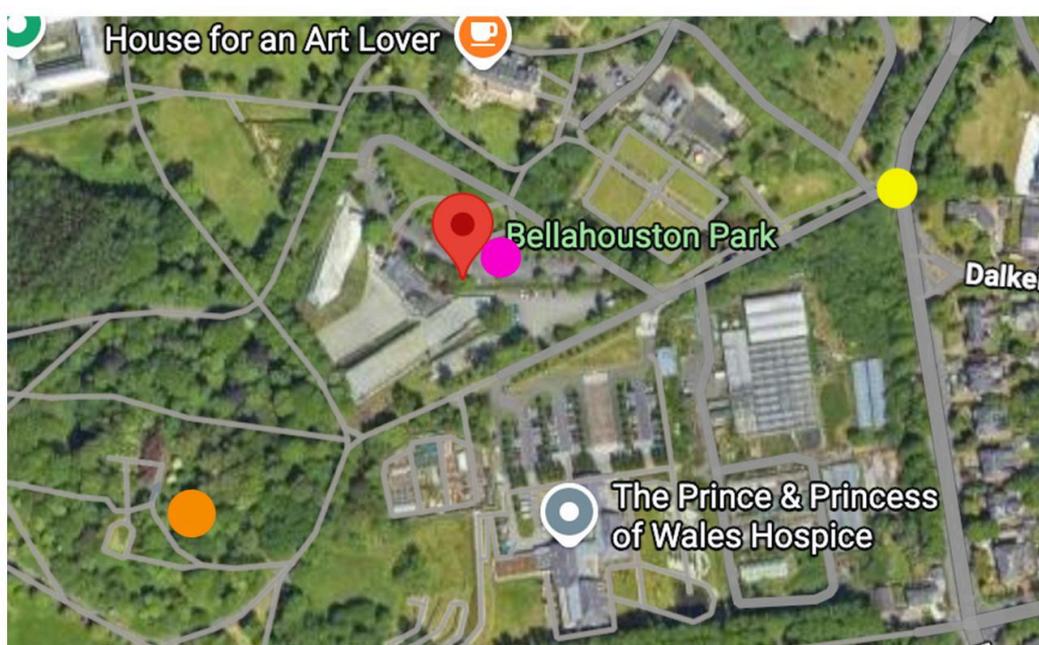
Our Site

We will be creating our camp together in the woods at the top of Bellahouston Park. We will rotate our location so as to minimise our impact on the site.

Our base camp is: <https://what3words.com/unity.oval.echo>

NS 55072 63759 The boundary of our site is ringed by a green iron fence.

Our site mobile phone: 07706 988517



- Base Camp <https://what3words.com/unity.oval.echo>
- GCC Car Park
- Entrance from Dumbreck Road

What Should I bring with me to a session?

- Suitable outdoor clothing/footwear (see clothing policy below)



- Gloves
- Spare leggings/top (long sleeved)
- Packed lunch, snacks, water - we will also have water and snacks² on site
- Flannel/wash cloth with name on
- Mug for hot drink

Shared Decision Making, Risk Management and Conflict Navigation

We believe people should be involved in the decisions that affect them. We work to solve problems and make decisions together. We do this through our opening and closing meetings at the beginning and end of each day, and also through additional 'community hygiene' meetings to address whole community issues as they emerge. We also co-create the plans for what we do when we are together. Everyone in the community has equal opportunity to put something on the plan for the day, or to raise an issue.

We believe in sharing risk management processes. Where a risk needs to be managed, we ask those involved what agreements we can make to best do this. We know that in communities that care about consent, conflict occurs and is important. We know that conflict, brought out into the open, explored and well navigated, is a sign of healthy relationships and community. We see conflict as a mismatch in needs and/or a mismatch in understanding. Where conflict arises, we support people in navigating it themselves, as well as providing mediation where that is helpful, to increase understanding and find ways to meet unmet needs.

Settling In

Settling into a new group/environment can be challenging. Your child may need you to be there with them whilst they settle into the group. The first part of the day has a half hour window of free play to facilitate a slower drop off and time to get

² Please advise us of any allergens your child/ren may have.



settled/orientated. We ask that parents who are able to leave their child, do so by 10:30 when we transition up to our base camp in the Woods. Again parents/carers are welcome to join us for the walk into the woods if your child requests/needs you.

Once we reach our camp for the day we ask that you hang back from the main site to allow the group dynamic to start to form and build - maybe bring something to sit on and a flask/hot drink and take a bit of time to enjoy the woodland. You can head off when you/your child feel ready.

Policies

Clothing

We value and recognise the effort it takes to ensure your child comes prepared, so that they can get the most out of outdoor sessions. In particular, this means making sure they are appropriately dressed. It can be hard to predict just how many layers a child will need but it is always colder in the shaded woods. Please see below for our recommendations. Your other crucial role is to embrace the mud! Please do not send your child in their best clothes as they will almost certainly get dirty during the session.

Layers are THE best way to keep warm, add one more than you think is enough. We can always remove a layer but once cold, it can be hard to warm up.

- Essential -Waterproof trousers/dungarees
- Essential. Standard 'thin' pair in summer for protection
- Ski trousers ideal in winter OR extra layer under trousers
- Trousers • Full length for protection • Extra pair of leggings/tights/thermals under normal trousers in cold weather.
- Warm socks • Wellies get very cold! • Extra pair of wool/ fleece/ fluffy socks inside wellies (Normal socks in wellies are not warm enough for cooler weather)
- Waterproof coat - with a hood • Thick and warm in winter (or use an extra fleece layer).
- Warm hat • Preferably covering ears.



- Mittens/Gloves • Thermal and waterproof (Knitted gloves get damp and do not keep little hands warm enough during the colder months. Don't worry about mittens limiting finger movement as the cold is much more limiting!)
- Tops • ALWAYS long sleeves (to minimise risk from stinging nettles and biting insects etc) • At least 3 layers under coat in winter (eg. top, jumper, fleece and coat, or 'base layer', top, warm jumper and coat)
- Waterproof boots • ESSENTIAL (wellies or alternatives such as snow/frog boots and walking boots).

Please Note - In summer, waterproof boots, waterproof trousers and light long sleeves are still essential, to protect from thorns, nettles, ticks, insect bites etc. Please also send a sunhat in hot weather, particularly for the walk to and from the site.

Toilet

We have an outdoor toilet and shelter for the group to use. Children are supervised as appropriate when going to the toilet, we support their independence and are respectful of their privacy. Children are expected to be able to use the toilet unassisted as the team are not able to provide personal care in this regard. We will help with outer layers to assist access to the toilet.

Ticks

The area does have a local population of deer visitors nearby therefore ticks may be present. We recommend checking your child for ticks after each session. These appear like small pin-heads on the skin, dark brown or grey in colour, they may grow to the size of a small wart. The safest way to remove them is to use a tick twister which we have in our First Aid kit.

Dogs

The woods is popular with dog walkers, therefore dogs may appear on the site, children are reminded not to approach unknown dogs and to “be a tree trunk” by putting their hands by their sides and looking at their roots (feet) the outdoor leader will approach the dog and request the owner puts the dog on a lead, and keeps them on the lead whilst walking nearby during sessions.



Use of Fires

Fires are an important part of sessions, we will build our fire skills by practising building mini-fires and lighting storm kettles for a hot drink. When working with fire we will ensure that everyone participating does so safely and with as little risk to their health as possible. Fires will only be used in sessions once the children are familiar with the setting and the leaders feel they are able to adhere to agreements regarding fire safety. We have a specific risk assessment referring to the use of fires which details the procedure.

Eating, Drinking, Cooking

We talk to the children about keeping themselves safe in the woods and this means we shouldn't eat or drink anything they find in the forest unless they are sure they know what it is. We encourage them to be curious and to check in with an Outdoor Leader. We explain to the children that there are things in the woods that are poisonous and so we remind them not to put their fingers and hands near their mouths and noses where possible if their curiosity has led them to handling potentially hazardous items (an unknown mushroom). At snack time hands are washed with running water and mild soap and we explain to the children why this is important.

We often cook our snack on the open fire, this could be items such as crumpets and jam, popcorn and apple pieces in cinnamon sugar, these are cooked by the adult leaders, children may be involved in the cooking process under close supervision, this could be using our specially adapted popcorn popper to cook the popcorn in the fire (at a safe distance) or toasting apple pieces or crumpets on sticks. These activities are individually risk assessed and are only carried out with additional adults where necessary to maintain high ratios. The procedures for these activities are detailed within the specific risk assessments.

Snacks are a social time during which children and adults eat and drink together. Being outdoors expends more energy, and in the winter months this can make it harder to stay warm therefore each session from October - April we will provide a suitable hot drink. Please ensure we are aware of any dietary requirements your child may have.



Please provide your child with a packed lunch, water bottle and a mug for a hot drink for each session.

Site Boundaries

We will always point out the boundaries to the children and explain that they are for their safety, there may be unseen hazards that mean we can't allow the children to explore beyond certain points. We use colourful markers to highlight the boundaries with the children. If children explore hidden areas, an adult should also go into the cover, deep enough to be able to see the children. If an adult loses sight of them, they should call out and await a response.

Playing with Sticks and Stones

Making patterns with stones and throwing stones and sticks is great fun, we ask children to think of others and use the phrase "throw into a space". Throwing is an important developmental stage and we allow items to be thrown under supervision with careful guidance from leaders. We encourage children to carry sticks if they wish (ideally - shorter than their arm's length but we make sure they think about how close they are to other children). Longer sticks can be dragged or carried with a child at both ends. We discuss agreements with children and ask them to agree not to throw sticks at others and to lay them flat when sitting close to others in the log circle.

Tree Climbing

We encourage and support tree climbing when it is safe to do so and with adult spotters. We check ground cover for sharp objects and check 'climbing trees' for loose and rotten branches, suitable trees for climbing are pointed out to children. Children are encouraged to explore to their own limits but adults are near enough to guide and support if one should get into difficulty.

Tool Use

Once it is felt that the children are settled and confident in the setting and are able to adhere to safety agreements tools can be introduced. Tool use (bow-saw, vegetable peelers, hand-drill, hammer, loppers, fixed blade knife, mallet and secateurs) are taught



on a 1:1 basis and are kept in suitable containers in one designated spot. Tools are given out for a purpose and all adults model their correct use, storage and transportation at all times. We use tools in a safe space, away from other active children, and only walking is permitted when carrying them.

We have detailed Benefit-Risk Assessments (BRA's) for all activities including tool use and these are available for parents/carers to access and read on request. The specific BRA for each tool includes specific details on the procedure for using that tool.

Carrying and Transporting Materials

The children are encouraged to roll, lift, drag and pull materials, either by hand or using ropes. Heavier objects can be rolled, dragged or carried by several people.

Around the Fire

We have safety agreements in place regarding the fire area. We explain and model that the safe way to behave around the fire circle is to walk around the outside. We will always practise this as if a real fire were being lit. A fire will not be lit until our leaders are satisfied that all children understand this process.

Sun Exposure (summer months)

Every care is taken to ensure that children are not over exposed to the sun; we work in partnership with parents to facilitate this.

- To protect children from the sun we ask parents/carers to provide a sun hat for use during our session.
- Notice will be taken of maximum exposure times during weather forecasts
- For unaccompanied sessions we require parents/child to apply high factor sunscreen before the session.
- Play activities are monitored, and water bottles made accessible, to ensure that children have periods of time in areas of shade so as to prevent them becoming overheated or dehydrated.



High Winds

Wind speed and direction are monitored and risk is assessed according to the features of the specific sites (woodland/field). Our site is susceptible to northerly winds, so if considered too windy (consistently upwards of 25 mph, gusts of 30-40 mph in a N/N/W direction) sessions will be cancelled. We will try to reschedule the session or if this is not possible, reimburse the session fee.

Unwell Children

While it is not our policy to care for sick children, who should be at home until they are well enough to return, we agree to administer medication as part of maintaining their health and well-being or when they are recovering from illness, if necessary.

- Children taking prescribed medication must be well enough to attend the setting
- Only prescribed medication is administered. It must be in-date and prescribed for the current condition
- Children's prescribed medicines must be stored in their original containers, clearly labelled and are inaccessible to children.
- Parents must give prior written permission for administration of medication.
- Any medicine handed to a member of staff will be safely stored in our emergency bag.

If your child becomes ill during a session the staff will give appropriate first aid or care until the parent/carers arrive to collect the child. It is therefore very important to ensure all contact numbers you have given us are up to date. In the unlikely event of a more serious incident, our first-aid trained staff will take appropriate action, seek medical attention and arrange for your child to be taken to hospital if necessary. Consent is sought on the session sign-in form to allow outdoor leaders to deal with such incidents

Allergies and Food

We aim to ensure children with allergies can participate safely. Parents and carers must record full details of any allergies or medical conditions on registration forms so that individual risk assessments and appropriate control measures can be put in place. We may contact families to agree specific management strategies where needed.



Our setting operates a **no-nuts policy**, and nuts or nut products must not be brought to sessions. All food provided by leaders follows our Food Policy and will be planned with known allergies in mind.

Children must not eat, taste, or collect woodland foods or materials without adult supervision and leader permission. Any food-related or foraging activities are risk assessed and carefully supervised.

Risk Management:

Our Benefit- Risk Assessment (BRA) procedure ensures that all children (and adults) remain as safe as reasonably possible, whilst allowing the children to experience some degree of appropriate 'risk', which is important for their learning, development and enjoyment. We plan our activities and write our BRA taking into account the benefits of the activity for the children. Our BRA's are working documents and a copy of these is available on site during the sessions.

Health & Safety

The health and safety of all participants is central to everything we do within our outdoor programme. We encourage children to play an active part in undertaking benefit/risk assessments in the language we use and the discussions we have. Our ethos instils in our children the ability to take measured risks, appropriate to their age and developmental stage, and to carefully consider the repercussions of their actions. All our leaders are fully trained in risk assessment and emergency outdoor first aid. Risk assessments are maintained and evaluated at regular intervals throughout the year. Our site is assessed seasonally, prior to every session and risk assessments for activities are completed and available as working documents for use by all staff and volunteers; we keep first aid equipment at the site. Any accidents that occur will be dealt with by a qualified first aider and recorded appropriately on the appropriate accident form.

The First Aid bag(s) are located in the backpack and a small one on the Outdoor Leader's bum bag, any treatment necessary is to be carried out by an Outdoor Leader (who are trained in outdoor first aid) who would then record it on the accident form. The contents of the first aid kit are maintained by the Outdoor Leaders. Any accidents or incidents are investigated by the Outdoor Leader and information that is gathered is used to inform future risk assessment and policy making. The Outdoor Leader/s will



carry a charged mobile phone and a spare battery pack which will remain switched on throughout the session. The mobile phone signal is checked at the start of each session.

Some of the activities the children may participate in are 'higher-risk' activities (such as tree climbing, low-ropes, campfire cooking or tool use) and these are done under controlled conditions with close supervision and are only available to the children once it is felt the children have a good understanding of the risk and benefits and are able to adhere to safety agreements. Children are encouraged and supported in recognising and managing risk for themselves, through real life situations and experiences.

For our sessions we ensure we have the correct ratio of adults to children before setting out to our woodland (1:6). The same goes for some of the activities, e.g. the rope swing is 1:1 (only one child may use the swing at any one time). Tool use such as sawing and whittling are taught on a 1:1 basis and once the child gains a level of competence this can be reduced based on the age of the child and experience level. Parental/emergency contact details for each child (or child and adult if a parent and child session) are recorded on the sign in sheet (digital) for each session should we need to contact parents/emergency contacts.

Emergency and First Aid Emergency Procedure

The following procedure will be followed in the case of an emergency situation:

- Outdoor leader alerted
- Secure safety of whole group from further danger and stop all activities
- Call together the group promptly (using emergency whistle - 3 short blasts).
- First Aider to attend to any casualties with Outdoor Leader/ parent helper/volunteer as appropriate and with regard for maintenance of required supervision ratios for the rest of the group.
- A record of changes in casualties' state and anything administered to them to be made if possible.
- Emergency services contacted as necessary, ideally by an adult helper. Charged mobile phones are carried by Outdoor leaders.
- Despatch an adult to meet an emergency vehicle at the entrance (Dumbreck Road, B768) where possible/necessary.
- Give What 3 Words reference to 999 operator: **///unity.oval.echo**



- Informing emergency contact as soon as practicable after the incident if not present at the session.
- Safety of the rest of the group will be maintained by the remaining staff and adults away from the scene of the incident if possible, staff or volunteers to take children to Bellahouston (East) Playground and contact parents to collect children if necessary.

Missing Child Procedure

Outdoor leaders do regular head counts of the group, with one member of the staff team always patrolling the perimeter of the site, one at base camp and one to assist/lead activities as required. In the unlikely event of a child going missing, our missing child procedure is followed.

- As soon as it is noticed that a child is missing, parents, staff or helpers inform the Outdoor Leader
- Children are called back to the circle using the emergency whistle - 3 short blasts. A head count is taken and register checked, to confirm all other children are present
- The site is thoroughly checked by the outdoor leader, the other parent/helpers stay near base camp with the other children.
- If the child is not found after 5 minutes, report the missing child to the police via 999 number and provide **What 3 Words reference: [///unity.oval.echo](https://unity.oval.echo)**
- Contact emergency contact for child.
- Upon arrival of parents/carer and or police the Outdoor Leader is responsible for relaying information regarding the circumstances in which the child went missing and the action that has been taken so far.
- Staff to return children to Bellahouston (East) Playground and phone parents to collect.
- Outdoor Leader (and another adult if possible) to continue search until help arrives
- Outdoor Leader writes an incident report detailing the events that occurred. The incident would be fully investigated by the outdoor leaders taking written statements and reported to appropriate bodies as necessary.



Unwell Outdoor Leader Procedure

Should the Outdoor Leader become ill or injured during a session, the second Outdoor Leader would be available to administer first aid and to end the session. The children would be called to the camp circle using the bird call, the second Outdoor Leader would contact the emergency services if necessary and contact the parents to collect the children to end the session.

Equal Opportunities and Inclusion

We are committed to equal opportunities for all and we wish to provide an environment in which people feel equally valued. We promote the individuality of all, irrespective of ethnicity, attainment, age, disability, gender or background. Where it is within our capacity to do so, we will adapt activities to ensure that everyone can participate, where necessary we will seek expert advice to allow us to fully support children with additional needs of any nature. Where possible, we will keep spare sets of waterproof clothing to ensure that bad weather is not a barrier to taking part. We take our duty of care when working with children extremely seriously.

To ensure all individuals (children, workers, and volunteers) are safe and protected we undertake the following: -

- Everyone involved in our sessions is briefed on health and safety, risk assessment of sites and activities.
- Outdoor leaders and volunteers should be aware of the relevant policies and ensure that they adhere to the guidance contained in them.
- Outdoor Leaders have a PVG check. We also require any regular volunteer attending to have a PVG and complete NSPCC online training in Child Protection.

To view our Full Equal Opportunities Policy please visit: www.wearewonder.org/policies

Safeguarding

Our Outdoor Leaders are committed to protecting children from maltreatment, preventing impairment of children's health or development, ensuring the children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.



- All staff and volunteers on site hold a current PVG check.
- All staff and volunteers are trained in Child Protection by NSPCC
- Any concerns about a child's physical or mental wellbeing should be shared with Lizi Henderson the Safeguarding Person as soon as possible (but within 24 hours) contacted via email at lizi@wearewonder.org.
- The Outdoor Leader will report any incident or concern to the relevant body as soon as possible: Social Work Connect 01412870555

Should any member of staff, volunteer or adult helper have any disclosure made to them that is potentially a safeguarding issue this must be immediately reported to the Outdoor Leader and notes should be taken by the adult as soon as possible after any disclosure is made.

Any concerns should be kept confidential and only be shared with those who need to know, such as the Outdoor Leader who can then ensure the correct channels are then informed.

Our full Safeguarding and Child Protection policy is available to view on request and is reviewed annually.

Children and Vulnerable Persons

Getting It Right for Every Child (GIRFEC) is Scotland's national approach to improving the wellbeing of children and young people, and was built up from the United Nations Convention on the Rights of the Child. Nature led learning sits within this framework and the GIRFEC approach informs the delivery of sessions including;

- Putting the best interests of the child at the heart of decision-making
- Taking a holistic approach to the wellbeing of a child
- Working with children, young people and their families on ways to improve wellbeing.
- Advocating preventative work and early intervention to support children, young people and their families.
- Working with professionals in the best interest of the child.



The Children and Young People (Scotland) Act 2014 places key elements of GIRFEC in statute. Eight GIRFEC wellbeing indicators – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included (sometimes known by the acronym SHANARRI) - are now part of Scottish law (s.96 of the Act).

Our sessions contribute to the wellbeing of young people across all 8 indicators:

Safe - A trained forest and outdoor learning leader holds a safe space and carries out risk assessments so young people can be as safe as possible.

Healthy - being outdoors is proven to contribute to improved mental health, increased concentration and encourages physical activity, increasing blood flow and respiration.

Achieving - Skills and confidence build over sessions, a high staff to child ratio ensures individual supervision and planning for each learner.

Nurtured - As above, regular contact and a high staff:child ratio facilitates a nurturing relationship and understanding of individual child's needs, stage of development and personal temperament/characteristics/interests.

Active - Providing plenty of opportunities for freely chosen play, including; running, jumping, swinging, building, balancing and relaxing.

Respected - Learner is at the centre of the process at all times, consent is paramount and non-participation is respected.

Responsible - Modelling and cultivating personal and environmental responsibility, through respectful communication, building trust and meeting the person where they are. Model environmental responsibility through stewardship of the land/site.

Behaviour

We aim to promote and develop in all participants:

- Recognition that all behaviour is a form of communication.
- Self-esteem, independence and the motivation to learn.
- An understanding of consent, your own and that of others.



- An awareness of, respect and care for self, for other individuals and for the natural environment.
- An understanding of the value of collaborative behaviour .
- The confidence and ability to meet risk whilst feeling supported to remain safe.
- A recognition of and sense of pride in individual strengths and achievements.

Our sessions operate in local woodland, an environment that offers greater freedom through the avoidance of unnecessary rules and boundaries, with a primary focus on keeping ourselves and others safe, in an atmosphere of mutual acceptance and respect.

Our Outdoor Leaders and volunteers will:

- Agree necessary and appropriate boundaries with all participants, in line with benefit/risk assessments and appropriate policies, and ensure participants are reminded of these at the start of each session and additionally as required.
- Lead by example, ensuring safety and learning through care, respect, and positivity
- Create a positive environment which encourages and reinforces caring, nurturing and respectful behaviour between all participants as well as towards the natural environment and equipment. Promote and foster effective relationships through observation and interaction, in which all are accepted, valued and treated fairly.
- Be mindful of the need to maintain safety at all times.
- Place the needs of the children, including needs linked to their developmental levels, preferred learning styles, social, emotional and behavioural needs at the centre of the learning experience to maximise individual success and promote positive outcomes.
- Give specific feedback and praise to children when demonstrating positive attitudes and behaviour, to promote understanding of our ethos and encourage self regulation through self-awareness.

Our practitioners embrace the motto “presume a cause” and in the event that a child is exhibiting “challenging behaviour” we take an empathetic approach whereby we seek to support the child and help them to feel heard and valued. We adapt our approach to suit the children and monitor closely, noticing particular areas that might present a challenge for them and then preemptively seek to support them through it, providing a voice if appropriate.



Bullying

Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are often learnt behaviours rather than premeditated behaviours because younger children do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. However, this behaviour does require addressing and the outdoor leader would approach the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

With older children, who may be cognitively capable of bullying the approach will remain similar, the outdoor leader will approach the situation calmly and with empathy, bearing in mind our motto of “presume a cause”. If necessary, children can be accompanied and removed from the group in order to calm down and if appropriate help to reflect on what has happened. Any aggressive behaviour by children towards other children will result in an outdoor leader intervening immediately to challenge and prevent escalation.

Should any behaviour become a cause for concern regarding bullying, or should any child make an allegation of bullying this will be investigated by the Outdoor Leader who will listen to the child/ren, keep factual records of incident/s, arrange to have a restorative conversation with all children involved (if appropriate), continue to monitor the situation and inform the parents of the children involved.

To view the full policy, please visit: www.wearewonder.org/policies

Forest School Code of Conduct and Behaviour

At We Are Wonder, we are building a respectful, safe, and caring outdoor learning community guided by consent, self-direction, and connection with nature. Everyone is expected to follow this Code of Conduct.

1. Being Together as a Community

We agree to:

- Be present at the morning and afternoon circles, listen, and take part in our community meetings.



- Respect each other, ourselves, and nature.
- Welcome new people and include them where we can.
- Understand that some people need extra support to join in.
- Speak kindly and give age-appropriate content warnings where needed.
- Pick up our litter and take it home.
- No stealing friends' lunch.

2. Consent and Personal Boundaries

We agree to:

- Ask for permission (consent) before touching other people or their things.
- If someone says “timeout”, we stop the game, check in with them, listen, and change our behaviour if needed before continuing.
- No kicking, biting, punching, pushing, pinching, or threatening.
- No offensive language, including racism or discrimination.

3. Safe Play and Movement

We agree to:

- Stick to stick, not stick to body.
- Carry sticks pointing down and no running with sticks.
- Respect the tool zone and only use tools as instructed by leaders.
- Follow guidance at the fire circle and only approach with leader permission.
- Respect food allergies — no food sharing unless supported by leaders.

4. Site Safety

We agree to:

- Stay within site boundaries at all times.
- Return to base camp immediately when we hear the Emergency Whistle.
- If we see a member of the public on site, tell an adult straight away.
- If there is an accident or someone is hurt, get an adult/first aider immediately.
- If dogs are nearby: hands by our sides (“be a tree”), don’t run, and cover food.

5. If Things Feel Hard or Go Wrong

- If you feel uncomfortable, unsafe, or upset at any time, you can talk to an Outdoor Leader and they will help you.
- We use a restorative approach — we listen, reflect, and work together to repair harm and move forward.
- If behaviour puts others at risk or continues after support and warnings, leaders may ask a child to sit out of an activity and will contact home if needed.



Environmental Considerations and Sustainability

Wherever possible, and appropriate, environmentally friendly products and recycled materials are used. Environmental good practice is modelled by adults, showing children that the world in which we live should be cared for. Involving children in site checks, recycling of waste and considerations of how we leave our site will help to support this. We bring in materials such as logs and kindling for the fire, and remove waste and dispose of fire remains with care and consideration for the environment.

- We bring in (or harvest rain) water to reduce our ecological impact.
- We will bring in kindling/firewood.
- We will monitor the site to identify any impact we are having on the environment.
- Any rubbish will be removed after each session.
- The site will be rested over the summer and over January to help with regeneration.
- We will create log pile habitats to encourage insect life.

Assessment of the Impact of our Activities

There are many ways that running an outdoor learning programme can affect the ecology of the site; these can be in a negative or positive way. Firstly the biggest positive way is the impact of fostering a love of nature in our next generation, through their knowledge and love of nature, the ecological impact of the next generation can be a gentle one.

A summary of our ecological assessment can be viewed on request.

Scottish Outdoor Access Code (SOAC)

Our Sessions will adhere to the 3 key principles of the SOAC

- Respect the interests of others. *Other site users, including flora and fauna.*
- Care for the environment. *Looking after our sites, acting as stewards, reciprocity.*
- Taking responsibility for your own actions. *Understanding that change lies within yourself. Leave no trace.*

Further information here:

<https://www.outdooraccess-scotland.scot/practical-guide-all/forests-and-woods>



Coronavirus (Scotland) Act 2020

General guidance to avoid the transmission of coronavirus will be adhered to in times of coronavirus outbreaks/pandemic including regular hand washing, social distancing and face covering.

Sessions will not run should the park be closed due to an outbreak/pandemic.

Should a member of staff or a learner show signs of Covid (persistent cough, high temperature, sore throat) then they will be asked to leave the site and return to their home.

Cancellation Policy

There may be times when our sessions have to be cancelled due to unforeseen circumstances. These may be:

- Leader illness (or illness of their child/ren) – which prevents staff / child ratios being met.
- Severe weather conditions, including high winds (consistently 25 mph and over).
- Any situation that poses a health and safety risk.

In the event of this situation arising:

Cancellation decisions are made as soon as possible and we will inform parents and volunteers via telephone/whatsapp. We will endeavour to run sessions whenever possible; however, we reserve the right to cancel on the day, and will aim to inform all parents as soon as possible.

Confidentiality

We respect the privacy of children and their parents and carers. We will ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children.

'Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do



so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.'

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' (HMG 2015).

The outdoor leader will maintain all paperwork and sign-in sheets relevant to sessions. Sign-in sheets contain names and addresses and potentially information about medical conditions, at the end of the session all confidential paperwork is stored securely online. Any discussion about a child's learning or medical conditions is to be kept confidential at all times.

We treat any personal information (which means data from which you can be identified, including your name, address, e-mail address, etc.) that you provide us, or that we obtain from you, in accordance with the provisions of the Data Protection Act. Under this Act, we have a legal duty to protect any information we collect from you. Any amendments to this policy will continue to be in accordance with the provisions of the Data Protection Act 1998.

Photographs and Videos

We take photos of the children at play, to support our planning and assessment and for promotional reasons. Permission to take photographs during sessions, and for these photographs to be used on social media and in marketing materials, is sought via the consent form for each block of sessions and children for whom we do not have permission to include in photographs will not be included.

Non-identifiable photos (of hands, backs of heads or bodies in play) can be taken by staff using the site tablet device and or their personal phone, to be sent to our signal chat and then deleted from their devices after sessions. Volunteers are asked to only use the site tablet to take photos.

All photographs are stored securely and anonymously in line with our GDPR policy (available on request), if parents request that their data is removed all photos will be deleted. Any identifiable (photos of the front of faces) photographs are not stored elsewhere and subsequently deleted. The photos may be shared with parents or in various promotional materials including on our website and social media sites, for We Are Wonder. Children's names will not be given in any publication.



Evaluation and Monitoring data handling

Our organisation is partially funded through grants with the support of awarding bodies who value our approaches to learning and wish to see the social and environmental impacts of our work. In order to monitor our work and measure our impact we adopt a number of data gathering techniques including 1:1 conversations with the young people, using an mp3 voice recorder. This is done out in the open and only with the express permission of the young person. These conversations are semi-structured and lead with questions such as “what kinds of things do you most like to do in the woods?” Participation in the conversation is voluntary and the young person can refuse to answer a question or stop the interaction at any time.

Voice recordings are stored securely and anonymously in line with our GDPR policy (available on request), if parents request that their data is removed voice recordings of their child will be deleted. They are intended as notes to accurately capture the words and feelings of our participants, all direct quotes taken and used in reports or in future grant applications will be anonymous. Children’s names will not be included in any publication.

Other methods of data collection used for monitoring purposes include feedback and evaluation forms, written testimonials from parents and observations of activities from staff recorded at the end of every session. All raw data will be stored securely online and any quotes we use in reports or in future grant applications will be anonymous.

Complaints/Compliments

If a parent/carer/volunteer wishes to make a complaint or compliment about any occurrences concerning our sessions, they can talk to the outdoor leader/s in the first instance. We take comments seriously and investigate all complaints thoroughly. Based on the findings of the investigation the procedures, policies and risk assessments will be reviewed if appropriate. The details of comments will be recorded carefully by the outdoor leader (including the date, time and how the complaint/compliment was received, by whom and the words used by the person making the comment). The outdoor leaders will consider if any complaint requires reporting to outside bodies. If necessary, the complainant will be contacted to explain the process and the outcome of the investigation (e.g. if procedures, policies or risk assessments require reviewing that this has been done).



Cancellation & Refund Policy

We are an outdoor learning activity provider, not a childcare or care service. All sessions are planned activities delivered outdoors and run subject to staff availability, weather conditions, and safety considerations.

Session Cancellations by Us

On occasion, sessions may need to be cancelled due to unforeseen circumstances, including:

- Leader illness (or illness of their child/ren) where safe staff-to-child ratios cannot be met
- Severe weather conditions, including high winds (consistently 25 mph and over)
- Any situation that poses a health and safety risk

Cancellation decisions are made as early as possible. Parents and volunteers will be informed via telephone or WhatsApp. While we always aim to run sessions wherever it is safe to do so, we reserve the right to cancel sessions on the day if necessary.

Refunds for Provider-Cancelled Sessions

Where a session is cancelled due to severe weather, we will aim to offer a suitable alternative session within a reasonable time frame. If no suitable alternative can be offered, a refund for the cancelled session may be issued.

Missed Sessions by Families

No refunds are given for sessions missed due to family illness, holidays, or other personal circumstances.

Cancellations or Changes by Families

If you wish to cancel your place, take a break, or no longer require a space:

- One full calendar month's notice is required
- All sessions falling within the notice period must be paid for in full
- Sessions are charged at £45 per session
- Any eligible refunds will be pro-rated from the end of the notice period

By booking, you agree that sessions may be cancelled due to weather, illness, or safety concerns. No refunds are given for missed sessions. One full calendar month's notice is required to cancel a place.

Payment Details

Bookings

Term-based bookings



- Places are booked via our online booking system
<https://we-are-wonder.pembee.app/>
- Payment is required at the point of booking.
- Your place is for the specified term/block only and is not transferable without our agreement.
- We reserve the right to reallocate unconfirmed or unpaid places.
- We offer a 10% sibling discount on the standard price for the second, third or fourth sibling.
- We do not accept childcare vouchers.

Thank you for being a part of our vision for outdoor learning and for joining us on the adventure.

With Gratitude,

The We Are Wonder Team

play@wearewonder.org

