

Orchard Primary School

Forest School Handbook



“The best classroom and the richest cupboard are roofed only by the sky.”

Margaret McMillan



Introduction

"Look deep into nature, and then you will understand everything better." Albert Einstein.

This handbook seeks to establish a broad framework for the delivery of Forest Schools (FS) at Orchard to ensure that the children gain full benefit from the sessions.

The following is taken from the Forest School Association (FSA) and gives an overview of the aims of Forest School, and how it should be implemented:

Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.

Forest School is a specialised learning approach that sits within and compliments the wider context of outdoor and woodland education.

The ethos is shared by thousands of trained practitioners across the UK and beyond. Its roots reach back to early years pioneers in outdoor learning and across the sea to Scandinavia.

We subscribe to the FS principles outlined by the Forest School Association. The 6 principles form our intent for FS at Orchard:

- FS is a long-term process of regular sessions, rather than a one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
- FS takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.
- FS uses a range of learner-centred processes to create a community for being, development and learning.
- FS aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
- FS offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- FS is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

In short:

- Quality Forest School is long enough
- Quality Forest School is risky enough/safe enough
- Quality Forest School promotes holistic development
- Quality Forest School is natural enough
- Quality Forest School has learner led outcomes
- Quality Forest School is run by qualified and reflective leaders

Implementing a Forest School programme at Orchard Primary

"Nature is a tool to get children to experience not just the wider world, but themselves." - Stephen Moss

Pupils in EYFS and KS1 take part in a FS school session for a morning or afternoon each week throughout the academic year. In KS2, pupils participate in FS every 2 out of 3 weeks. This results in pupils accessing FS provision throughout each of the different seasons, which will have a natural impact on the type of experiences and activities they will experience.

Inclement weather is not a barrier to FS, and is used as an opportunity to tailor activities to promote awareness of, and deep connection to, the natural world.

Forest School Staffing

Forest School Leaders: Lisa Astle, Kat Kucharska & Katie Sheldon.

Orchard Primary Forest School follows the Leicestershire County Council and NSPCC guidelines for adult to child ratios.

Each Forest School session is staffed by a Forest School Leader plus at least one adult. Children requiring 1:1 SEND support will have so.

All staff and helpers/parent volunteers have a DBS check, which the School Office maintains a register of.

Health and Safety

Orchard Health and Safety Policy: see Appendix A

Health and Safety at Work Act (HASWA) - The HASWA outlines the responsibilities of employers (in this case, the Forest School Leader) and also of employees (being adults working with the group). The main considerations relevant to Forest School sessions are detailed below.

Employers must:	How this will be done:
Tell you about risks to your health and safety.	Adults will be asked to read the risk assessment(s) at the beginning of the session.
Tell you how to do your job safely.	The Forest School Leader will introduce the adults involved to the activities and inform them of safety considerations.
Ensure that safe working practices and appropriate policies are in place to safeguard its staff and users.	Adults will record accidents and incidents, and review whether they could have been avoided. The Forest School Leader will make appropriate changes to procedures and policies, as necessary.
Inform you how to get First Aid.	The Forest School Leader will have a First Aid kit and will administer First Aid.
Tell you what to do in an Emergency.	Staff will be given a copy of the Emergency Procedures at the start of their involvement in Forest School.
Provide you with any protection you may need to fulfil your role.	Relevant safety equipment (e.g. gloves, hard hats) will be given to anybody who needs it.
Employees must:	How this should be done:
Take care of their own health and safety and that of people who may be affected by what they do (or don't do).	Adults must actively manage risks by reporting, reducing, or removing them where possible, providing it is safe to do so.
Co-operate with others on health and safety, and not interfere with, or misuse, anything provided for health, safety or welfare.	Follow the Health and Safety advice given during the session by the Forest School Leader or seek advice if uncertain. Nobody should interfere with safety equipment, such as the First Aid Kit, other essential equipment, or protective equipment.

Forest School Program of Activities

"Before we ever put a pencil in a child's hands, those hands should dig, climb, press, pull, squish, twist and pinch a wide array of environments and a wide variety of materials." - Amanda Morgan

The following table outlines our FS curriculum pathway. In order to cater for our mixed classes, each phase will follow a FS program based on a two year cycle- Year A and Year B.

	Exploration / play	Navigation	Shelter building	Tools	Knots	Flora and fauna	Campfire/Cooking
EYFS	Nature walk. Play games. Sound bathing. Mud kitchen play.	Site safety. Positional language. Call and response.	Mini den. Fairy house.	Peeler Hammer Trowel Make: toasting stick.	Threading Wrapping Make: leaf necklace.	One minibeast. Tree rubbing. Plant bulbs.	Toasting Marshmallow (S) Fire: safe on site (S)
Year 1 & 2 (A)	Daisy chain. Story circle. Pond dipping. Minibeast hunt. Mud kitchen play.	Site safety. Positional language. Call and response. Simple mapwork.	Tripod mini den. Lean-to.	As above. Secateurs Loppers Make: hapazome, pencil.	As above. Figure 8 knot Make: shape.	Three minibeasts. Clay minibeast. Journey stick. Plant herbs.	Toasting Marshmallow (I) Popcorn (S) Fire: safe on site (I)
Year 1 & 2 (B)	Obstacle course. Bird watching. Bridge building. Mud kitchen play.	Hide and seek. Blind navigation. Compass work.	Tripod den for 4. Lean-to.	As above. Flint and steel. Make: elder beads, fairy fire.	As above. Clove hitch. Make: shape.	Three trees & plants. Plants flowers. Minibeast hotel. Clay minibeast.	Dutch oven. Melt chocolate (S) Melt ice (S) Fruit in foil (S) Fire: safe on site (I)
Year 3 & 4 (A)	Story telling. Beast hotel.	Natural map. Obstacle course.	Tarp shelter (S) Shelter assessment.	As above. Palm drill. Make: talisman.	As above. Timber hitch. Clove hitch. Make: leaf mobile.	Five trees & plants. Plant squash. Wooden animal. Clay leaf print.	Roasting Dampier bread (S) Fire: tipi, 5-minute fire (S).
Year 3 & 4 (B)	Games: cubs, hunter-mammoth-mouse. Natural sculpture. Leaf hunt.	Map: co-ordinates. Orienteering.	Tarp shelter (I) Shelter assessment. Minibeast shelter.	As above. Bow saw. Make: food chain.	As above. Square lashing. Make: photo frame.	Site trees & plants. Pond animals. Pond plants/animals. Plant sunflowers. Clay flower print.	Frying Pancakes. Fire: waffle, 5-minute fire (I).
Year 5 & 6 (A)	Games: design. Instruments.	Map: co-ordinates, translation. Obstacle creation.	Tipi shelter (S). Shelter camouflage.	As above. Sheath knife. Make: wand, quoits stakes.	As above. Bowline Make: quoits rings.	Site improvement. Minibeast trap. Plant potatoes. Clay tree spirit.	Frying Pizza Fire: 5-minute fire (I).
Year 5 & 6 (B)	Time capsule. Sundial. Geocache. Tea towel / paper printing.	Map: OS. Map drawing. Scale key.	Two shelter structures. Shelter assessment. Equipment maintenance.	As above. Folding saw. Make: mallet, worry catcher, independent creation.	As above. Taut line hitch. Make: tipi shelter frame, macramé planter.	Native/non-nature species. Plant beans. Clay self portrait.	Boiling Class cookout. Fire: Hot chocolate using Kelly Kettle (S)

Expectations, tools and skills are cumulative; i.e. we aim for more experienced pupils to fulfil earlier expectations:

Class Groupings	Independence and boundaries	Nature connection	Group work and interaction	Adult support
EYFS & KS1	Children in these year groups would be expected to work within shortened boundaries, typically staying within adult sight, or even closer, perhaps holding hands if less confident.	Children would typically be curious about the world around them, but require adult mediation to explore and understand, or adult questioning or planning to ensure they get the best outcomes.	Children would be expected to work together, but groups may be smaller (pairs or threes) and often include adults, or very close adult support.	Adults would be expected to lead sessions (albeit responding to suggestions from the children) and provide very direct support and reassurance.
LKS2	Children should be becoming more independent, choosing the appropriate distances to be from adults, although adults should still monitor and discuss to ensure boundaries are appropriate.	Children should be developing some knowledge of the animals and plants around them, identifying the more common ones by sight and making comments and predictions about where they may be and why.	Children should be able to work together and discuss and negotiate together to achieve tasks; they may be more independent in doing so, but require adult support and intervention to achieve positive outcomes.	Adult support should be lower key, with activities being more child led, and adults using questioning, or advice to support the children and guide their ideas

UKS2	Children should be confident and able to make choices and plan activities for themselves – they should effectively choose their own boundaries, choosing the appropriate distances to be from the adults dependent on terrain and activities. Children would also be expected to have more control and choice over clothing. E.g. choosing trainers over wellies if wanting to climb.	Children should be confidently able to identify common woodland species and talk about the relationships between them and their habitats.	Children should be able to collaborate and work together, negotiating with each other and responding positively to others' ideas. Groups should be more fluid and alter according to the activities undertaken.	Activities should, ideally, be entirely child led, with adults providing low key, minimal support as needed. Children should be confident in seeking advice and support when needed.
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Risk Management

"I believe the biggest risk our children face today is never being exposed to risk." - Evergreen Outdoor Education

Orchard Primary School aims to develop children's self-esteem, independence and motivation to learn in a safe environment. In order that these aims can be met, the Forest School Leader will:

- Consistently apply the five-step approach to risk assessment for all Forest School activities:
 - *Look for hazards.*
 - *Decide who may be harmed and how.*
 - *Evaluate the benefits and risks and decide whether existing controls are adequate or whether more should be done.*
 - *Record findings, including daily amendments to standing risk assessments based on site visits or observations.*
 - *Review assessments on a regular basis (or if circumstances change, which may affect the rigour of the assessment) and revise if necessary.*
- Carry out Site Risk Assessments on each site where Forest School activities will take place on a seasonal basis (i.e. four Site Risk Assessments will be completed each year). These will be filed in the Master Forest School File on the One Drive.
- Pre-visit checks will be carried out by the Forest School Leader on sites to be used prior to a day's activity, as near to the start of the activity as is reasonably practical. The findings will be recorded on the Risk Assessment form. These will be filed in the Master Forest School File on the One Drive.
- Complete an Activity Risk/Benefit Assessment for every activity to be undertaken at Forest School. These will be filed in the Master Forest School File on the One Drive.
- Ensure all staff and volunteer helpers have read the relevant Site and Activity Risk Assessments prior to a session.
- Move activities indoors or cancel the session if, in the opinion of the Forest School Leader, weather conditions such as high winds or the threat/occurrence of electrical storms make work outdoors unsafe.
- Inform staff, volunteers and children of potential hazards and methods of working in order to minimise their risk further.
- Involve staff, volunteers and children in risk assessment, as appropriate, as part of learning.
- Ensure legal guidelines regarding off-site activities, such as adequate insurance and parental permission are met.

- Ensure that all staff, volunteers and children are aware of the emergency procedures for the Forest School site.
- Be responsible for teaching children adequate skills in order to keep themselves safe, particularly in relation to the use of hand tools and fire.
- Ensure children and adults will have access to drinking water during sessions.
- Ensure children and adults will have access to hand washing during the session if it involved cooking and eating.
- Ensure a nil-by-mouth policy is adopted in all Forest School sessions, except for food cooked as part of a fully risk-assessed Forest School activity.

First Aid

Orchard First Aid Policy: see Appendix B

The Forest School Leader is responsible for First Aid and is qualified in Forest School First Aid, Emergency First Aid and Paediatric First Aid.

An Emergency Ruck Sack is carried to all external Forest School sessions. This contains the First Aid Kit.

Emergency Rucksack Checklist

- Medical Emergency Procedures (laminated)
- Emergency Contact Details and Medical needs
- Accident Book
- First Aid Kit
- Burns Kit
- Bivvy bag
- Teddy Bear
- Fire blanket
- Whistle
- Rolled mat

First Aid Kit Checklist

- 3 x Sterile Dressing 8.6cm x 6cm
- 1 x Triangular Bandage
- 2 x Crepe bandage 7.5cm x 4.5cm
- 3 x Sterile eye wash
- Assorted plasters
- 6 x Safety Pin
- 5 x Saline Cleansing Wipes
- 2 x Disposable Gloves

Burns Kit Checklist

- 2 x Hydrogel Burn Dressing
- 2 x bandage 7.5cm x 4m

- 3 x Burns gel
- 1 x Tweezers

Accident and Emergency Procedures

All staff, volunteers and participants will be briefed on what to do in case of an emergency.

A whistle will be blown as a signal to stop what you are doing, gather with a member of staff, be silent and wait for instructions. The Forest School Leader will assess the situation, the nature and extent of the injury/accident. They will ensure that the rest of the group are safe from danger and are adequately supervised. They will attend to any casualties, giving First Aid as necessary.

They will then follow the procedure below.

In the event of Injury:

If anyone sustains an injury or illness which cannot be treated by First Aid on-site and requires medical assistance:

- In serious cases, Forest School First Aid procedures should be followed.
- Forest School Leader to call for support from another adult in the group.
- If the Forest School identifies that emergency car is required, the Emergency Services should be contacted (see below) using a mobile phone carried by the Forest School Leader.
- The school will be notified by the supporting adult via mobile phone or walkie talkie. The School Office will be responsible for contacting the injured party's emergency contact.
- The rest of the group will be supervised away from the incident and if in danger, will be moved to safety.
- The ambulance will be met at the front car park or the side entrance depending on the location given to emergency services and directed to the Forest School site.
- If required, an additional First Aider from school will be requested to assist at the Forest School site.
- If the injured party is taken to hospital, one member of staff will go with them and the injured party's emergency contact will be updated about the situation by a member of the school office staff.
- In minor cases, the Forest School Leader will arrange for the school office staff to contact the injured party's emergency contact so that they can be collected and taken to the hospital, doctor or home, as appropriate.

Emergency Contact Numbers

Ambulance/Fire Brigade	999
School Office	01332 810078
FS Leader Mobile	Kat: 07361470527; Katie: 07817661152; Lisa: 07890907553

Requesting Attendance by Emergency Services

Dial 999 from a landline or 112 from a mobile phone and be ready with the following instructions:

FS Leader Mobile	Kat: 07361470527; Katie: 07817661152; Lisa: 07890907553
School Office	01332 810078
School Postcode	DE74 2QU
Ambulance Access	Grange Drive
Location details	Grid Reference 476784
What 3 words (front door)	rucksack/optimists/height

An Accident Form will be completed later at the School Office.

A RIDDOR record will be created, along with an Accident Report for any death, serious injury or seven-day injury. If the Forest School Leader is injured or becomes ill, the Teaching Assistant/Learning Support Assistant will take charge of the situation as above and will call for one of the First Aiders from school to attend.

Dangerous Occurrence - A RIDDOR record will be created, along with an Incident Report for any serious near-miss incident at or in the vicinity of the Forest School Site.

Individual Medical Care Plans

Supporting Pupils with Medical Conditions Policy: see Appendix C

Forest School Leaders will have access to any IMCPs of children participating in Forest School sessions. Leaders to have discussed any additional measures to be put in place before a session as well as any additional adult support required during a session.

Missing Child Procedure

Orchard Primary Forest School's overarching priority in everything it sets out to achieve is to keep all children safe. If it is discovered that a child or adult is missing from the group, the situation will be taken very seriously from the outset and the following emergency procedure will be implemented:

- The Forest School Leader will be informed immediately.
- Activity for the rest of the group shall be suspended in order that up to two members of staff, including the Forest School Leader if appropriate may be released to conduct a search which shall last no more than 10 minutes.
- The remaining children will be given a low-risk activity to complete, within the Camp area by the remaining adults, being mindful not to increase any anxiety in the group.
- If, after the 10-minute search, the child has not been located, the Forest School Leader will inform the Headteacher who will phone 999 and alert the police.
- Orchard Primary School Office will be informed so that they can contact the child's parents or adult's emergency contact and inform them of the situation.
- Staff should corroborate details of the situation, including last known position of the missing child or adult and any timings. These will be recorded in the Accident Book carried in the Emergency Rucksack.

Equal Opportunities

Orchard SEND Policy: see Appendix D

All children have a right to Forest School.

Orchard Primary School actively promotes the inclusion of all children and adults into Forest School sessions and will endeavour to ensure that the opportunities for learning, development and participation are available to everyone, irrespective of the protected characteristics.

Safeguarding Children Policy

Orchard Safeguarding Child Protection Policy: see Appendix E

Orchard Primary School Forest School fully recognises its responsibilities for safeguarding children. All staff and volunteers are responsible for keeping children safe. In particular:

- Ensuring all children have a safe environment at Forest School in which to learn and develop.
- Ensuring we practise safe recruitment in checking the suitability of volunteers to work with children at Forest School.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.

Orchard Primary School will follow the school's Safeguarding Policy. A copy of the Safeguarding Policy can be found on the school web-site or in Appendix A of this handbook.

FS Session Cancellation Procedure

Orchard Primary Forest School will take place at school in all weathers except for high winds or where there is a risk of an electrical storm. In high winds (force 4 increasing to force 5 or more), Forest School

Where there is the risk of an electrical storm, Forest School will be cancelled. The following actions will be taken:

- Parents will be advised of the cancellation via a ClassDojo message.
- Staff will be advised when they arrive at school.
- Volunteers will be advised by verbally either at school or by telephone.
- Forest School Leader will work with the class indoors to complete a relevant activity.

Toileting Procedure

Before a Forest School session, children will be given the opportunity to go to the toilet. During a Forest School session at school, children needing the toilet will use those in the C8/9 block. Younger children will need to be accompanied by a member of staff. Children going to the toilet will have their name written on a chalkboard, which is then erased upon return.

Tool Policy

(Orchard Tool Policy: see copy of below info - Appendix F)

Using small hand tools is an important part of Forest School as it enables children to develop new, practical skills that will help them develop self-confidence. Children will be taught how to handle tools properly, and to treat them with respect.

Tools are used with children under adult supervision only.

The Forest School Leaders also use a knife for cutting string and rope which is kept on their person on in a locked box.

The Forest School Leaders are responsible for overseeing safe use and maintenance of all tools.

An inventory of all the Forest School tools will be taken at the start and end of every term.

Each session involving the use of supervised tools will begin with a checklist of each tool given and end with using that checklist to ensure all tools are safely collected.

All Forest School tools are kept in a padlocked tool box inside a locked cupboard in the Bungalow when not in use.

Risk Assessments are completed for all activities involving the use of tools. These will be filed in the Master Forest School File on the One Drive.

All hand tools are to be maintained in good order by the Forest School Leaders and should be inspected before each session that they are to be used to ensure safety.

Whilst using hand tools the staff to child ratio is increased. This will be achieved by following these guidelines:

- Staff to child ratio 1:3 working within the tool use only area.
- All tools will be kept in the Forest School tool box and only removed by the Forest School trained adult.
- All tools MUST remain within the tool use area and running is prohibited.
- Pointing with tools is prohibited.
- Children will lose permission to use the tools if the guidelines are not followed.
- Bill hooks should not be swung or used with gloved hands.
- Bill hooks must have a blade guard when not in use.
- Bow saws must have a blade guard on them when not in use. Blade guards are to be removed and put back only by the Forest Schools leader.
- All wood being sawn must be supported on a saw horse or a natural sawing break – hands must always be kept away from the blade.
- When using sheath knives to whittle, this must be done at the side of, in a downward motion only and, away from the body.
- All tools must be counted out and counted back at the end of the session.
- Should any volunteer helpers be attending a session, they must be given basic training on the use of individual hand tools before being allowed to use them with children.
- A tool talk MUST be given before every session when tools are being used.

KS1: Orchard Primary Forest School will use the following tools with the KS1 children.

- Bow Saw
- Hand drill
- Loppers
- Mallets
- Clamps
- Fire strikers

- Rope lengths

KS2: Orchard Primary Forest School will use the following tools with the KS2 children.

- Bow Saw
- Hand drill
- Loppers
- Mallets
- Clamps
- Fire strikers
- Rope lengths
- Knife
- Folding pruning saw

Forest Fire Safety Policy

Orchard Fire Safety & Evacuation Policy: see Appendix G

(Orchard Forest School Fire Policy: see copy of below info - Appendix H)

Campfires are an important part of Forest School and are used in some sessions. Orchard Primary School aims to ensure that all children and adults participating in Forest School sessions with fires will do so safely and with as little risk to their health as possible.

Location

- Only the Forest School Base Camp area will be used for campfires. The Base Camp will always be sited away from low canopy branches.
- Campfire areas are enclosed by logs to make a Fire Pit to prevent the spread of fire.
- Campfires are lit in a Fire Pit when possible.

Positioning of Children and Adults: correct practice to be modelled to children by all adults.

- Fire areas are surrounded by seating logs at least 1.5 metres from the fire pit. Exit paths are available at each corner.
- When the campfire is in use, children are not permitted to access the area immediately surrounding the fire without permission.
- Children will be taught how to change seats by standing, stepping over the log and then walking around the outside of the seating area. They must never cross the inner area.
- Children must walk around the outside of the seating logs step over to sit down at all times. A fire will not be lit with a group until all children have demonstrated that they do this at all times.
- Once seated around the campfire, the children must remain seated until directed by an adult to move.
- Long sleeves and trousers must always be worn.
- Children are not permitted to throw anything onto the fire.
- Advice on the appropriate way for dealing with smoke will be given to the children. If there is a clear wind direction, seating in the line of smoke is to be avoided. If wind direction is variable, the leader should rearrange the seating if at all possible.

Fire Lighting

Training has been provided to the Forest School Leader and Support Staff regarding the way to construct and light a fire.

Safety and Responsibility

- A Fire Blanket, bucket of water and Burns Kit must be sited close to the camp fire.
- Adults are permitted to light fires. Children who are under the direct supervision of the Forest School Leader will use fire strikers and, when ready, use them to light small controlled fires on a 1:1 basis.
- Fires are lit using a match to paper and natural tinder or using a fire striker and phosphorus rod. Cotton wool, tinder nests and waterproof matches may be used in extremely wet conditions. Correct practice to be modelled to children at the beginning of each fire lighting session.
- No flammable liquids are to be used to light or accelerate fires.
- No plastics are to be burnt.
- Sticks/wood must be placed, not thrown, from the side of the fire. The hand should never go over the fire. Correct practice to be modelled to children at the beginning of each fire lighting session.
- When possible, kiln dried wood with a moisture content <20% to be used as a fuel.

Extinguishing

- All fires must be extinguished at the end of a session.
- Whenever possible, all fuels should be burnt off to ash.
- The Forest School Leader should ensure that any large remains of wood, especially when using logs, are separated from one another.
- At the end of the session, the fire must be doused down with water and stirred until all smoke and steam has ceased.
- Large build ups of potash, from several fires, need to be dispersed. This must only be done when it has totally cooled, preferably the following day. It should be finely scattered throughout the woodland to enable natural decomposition.
- Leave no trace.

Food Hygiene Procedures

Orchard Primary Forest School maintains high food hygiene standards in relation to the purchase, storage, preparation and serving of food.

- A full Activity Risk/Benefit Assessment will be completed for any activity involving the preparing and/or consuming of food items. This will include attention to the purchase, storage, preparation and serving of any food items to prevent growth of bacteria and food contamination.
- Cooking on the campfire will be undertaken only by a member of staff in possession of a Level 2 Food Hygiene Certificate.
- Food/ingredients will be stored at correct temperatures prior to the session and checked to ensure they are in-date and not subject to contamination by pests, mould etc. A cool box will be used to transport and store any ingredients requiring refrigeration prior to use at the Forest School site. All such ingredients must be used within 2 hours.
- Un-refrigerated food will be served to children within 4 hours of preparation.

- All utensils, crockery etc. will be checked to ensure they are clean before use.
- Waste food will be disposed of promptly.
- When food items are to be consumed during a Forest School session, warm water with antibacterial soap in a bowl will be provided for hand-washing. Paper hand towels will be provided for children and adults. Children and adults will be required to wash their hands immediately prior to preparing any food items and/or eating.
- All medical records must be checked to ensure that no food item or ingredient is given to a child or adult with an allergy to it. Class lists of allergies to be kept alongside emergency contact list.
- Cooked food will not be re-heated.
- Forest School Leaders to be aware of any children/adults unable to eat gelatine.

Campfire Cooking Procedure

Cooking on the campfire will be undertaken only by a member of staff in possession of a Level 2 Food Hygiene Certificate.

The Food Hygiene Policy will be followed whenever cooking on a campfire.

A Risk/Benefit Activity Assessment will be completed for all activities involving cooking on the campfire.

All hair will be tied back and loose clothing secured prior to cooking on a campfire.

Session checklist

Before each session, check the following:

- 1) Child-specific medication.
- 2) Adult-specific medication.
- 3) Forest school keys: bungalow, cupboards.
- 4) Walkie talkie and/or mobile phone.
- 5) Clipboard with session plan and pen.
- 6) First aid rucksack.
- 7) Camera.
- 8) Whistle.
- 9) Session-specific equipment gathered and prepared.
- 10) Relevant risk assessments read by all.
- 11) Session plan read by all.

- 12) Snacks and drinks easily accessible.
- 13) PPE for children and adults, weather appropriate.

Ensure everybody, children and adults, has time to use the toilet.

Monitoring the impact of Forest School

Unlike other curriculum areas, Forest School is not assessment driven.

In keeping with the Forest School Principles, a cycle of planning, observation and adaptation informs practice.

We recognise that the impact of FS is realised over an extended period of time – often years - and it is therefore not pedagogically consistent to introduce assessment practices that mirror the school’s quality and assurance cycle.

Instead, we have developed our own methodology for measuring the impact of our FS provision through SOLAR. Unlike other curriculum areas, targets are not set for pupils due to the intrinsically child-led nature of FS sessions. Instead, the Forest School Leaders at OPS have identified the following areas for observation and linked these to the relevant Forest School Principles:

SOLAR strand	Link to Forest School Principle
Autonomy	#3
Cooking	#4
Engagement	#1
Fauna	#2
Fire	#5
Flora	#2
Games	#3
Holistic development	#4
Natural wonder	#2
Preparation	#1
Risk	#5
Rules	#5
Shelter	#4
Spaces	#2
Tools	#5

Trust

"In every walk with nature, one receives far more than he seeks."- John Muir

At the heart of FS sessions is the development and maintenance of trust.

It is down to the individual leader to decide how they interpret and apply the above: all new series of sessions should begin with low risk, simple activities and build up to more risky or advanced sessions as the trust between the staff and children is established.

This may mean that some groups will not experience the same activities as other groups of the same age, dependent on their maturity, engagement and interests, which is in line with the personalised nature of the FS ethos.

Trust should be explicitly and regularly discussed with the children as part of all sessions.

Appendix – Policies

Appendix A H&S	https://drive.google.com/open?id=1rKv0v2OLRED1UQRWdvzBwMBexK_VhbX&usp=drive_fs
Appendix B First Aid	https://drive.google.com/open?id=1k-JgZSP-hxkla7C1qEA2u45jPg8vxgDa&usp=drive_fs
Appendix C Medical Conditions	https://drive.google.com/open?id=1qtFShpzV78mj9rRn9ItBkTb-vvV9imRW&usp=drive_fs
Appendix D SEND	https://drive.google.com/open?id=13AiKA9A1jGSu3xdm6CPw9n04go9xM_Rz&usp=drive_fs
Appendix E Safeguardin g	https://drive.google.com/open?id=1_7058WbcvD790P-WIV2t9H66UpXzdee&usp=drive_fs
Appendix F Tool s	https://docs.google.com/document/d/1n2EWAEE7rSw8XY2K7oXLd6DIMxjV_vrLo?rtpof=true&usp=drive_fs
Appendix G General Fire Evacuation	https://docs.google.com/document/d/1F4SqdB5S7UVZ2ko2NpaNo7hbbM2w5Wur?rtpof=true&usp=drive_fs
Appendix H Forest School Using Fire Procedures	https://docs.google.com/document/d/1UJyTBiWTwcagXo4nExeCq_jBprACGAuv?rtpof=true&usp=drive_fs