

# St. Ninian's High School Forest School Handbook of Policies and Procedures



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## **A Word from Forest School Training Collaborative (FSTC)**

The ethos of Forest School is based on a fundamental respect for children and young people and for their capacity to instigate, test and maintain curiosity in the world around them. It believes in children's right to play; the right to access the outdoors (in particular a woodland environment); the right to access risk and the vibrant reality of the natural world; and the right to experience a healthy range of emotions, through all the challenges of social interaction, to build a resilience that will enable continued and creative engagement with their peers and their potential.

Forest School is based more on the processes of learning than it is on content – more on the 'how' than the 'what'. This means that genuine Forest School practice steps boldly out of the shadows and limitation of 'planned activities' and ventures collaboratively into the realms of the unplanned, unexpected and ultimately unlimited. Children and young people are given encouragement to direct their own learning – this often requires catalysing on the part of the Forest School leader either through stimulating play in the outdoors or through 'scaffolding' a child's learning, but mostly through simply observing how children are in the outdoors.

Significantly, and on many levels, a woodland environment is central in supporting this very dynamic approach to learning: the passage of time, from the changing of the seasons, to the contemplation of an ancient tree, the dynamic nature of an outdoor environment – an infinite source of smells, textures, sounds and tastes; a range of visual stimuli from near to far, high to low, very big to very small; and the infinite layers of historical, cultural, spiritual and mythological significance that speaks of our deep relationships with trees and woodland through the ages.

## **Introduction & Background**

The St. Ninian's High School handbook contains information, policies and procedures relating to the running of Forest School sessions in a safe and enjoyable way. It was developed by Andrew McMillan (Teacher of Support for Learning, Forest and Outdoor Learning Award FOLA SCQF Level 8), August 2025.

The Handbook is made available to partner organisations wishing to work with us prior to the activity taking place. It is also to be read by all staff, volunteers and freelancers prior to participation as part of any induction training. The Handbook is subject to annual review (August of each year) and to immediate review if an incident indicates the need for this.

### **Our Ethos**

We believe everybody should have regular, long-term access to a woodland or natural environment which provides them with inspirational and challenging outdoor learning opportunities. Forest School offers a learner centred approach, where participants can learn through self-directed play and exploration. Participants who come to the woods will be given the opportunity to develop their curiosity, confidence, self-esteem, creativity, empathy, communication skills, knowledge of the natural environment and ability to assess risk.

### **Activities**

Our activities will depend on the ability and experience of participants.

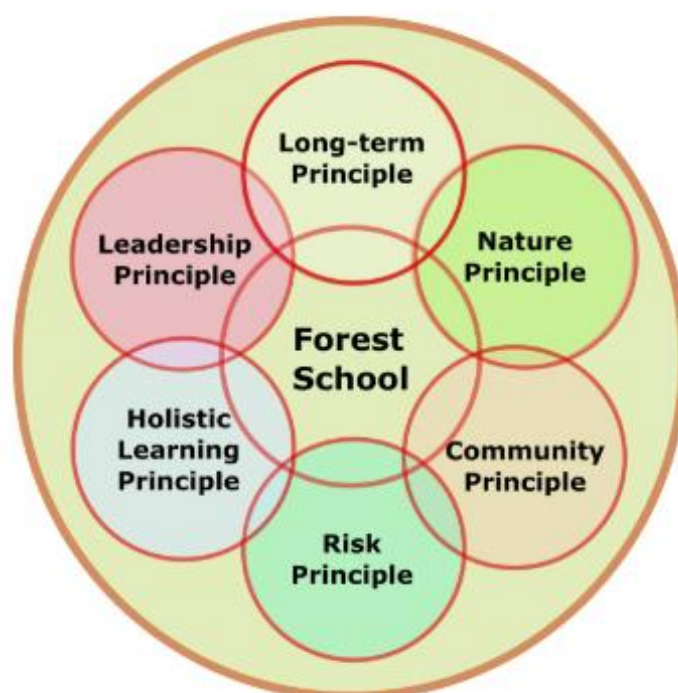
Examples of Forest School activities include:

- Woodland management and nature exploration
- Building dens and other structures
- Fires and cooking
- Woodland Management
- Games and invitations for imaginative play
- Natural crafts
- Using tools, such as knives and saws
- Scavenger hunts and adventure
- Seasonal celebrations

## **Principles of Forest School**

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 outdoors. The good practice principles of Forest School as outlined by the Forest School Association (FSA), and which we adhere to, are that:

1. Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.
2. Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.
3. Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
4. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.
6. Forest School uses a range of learner-centred processes to create a community for development and learning.

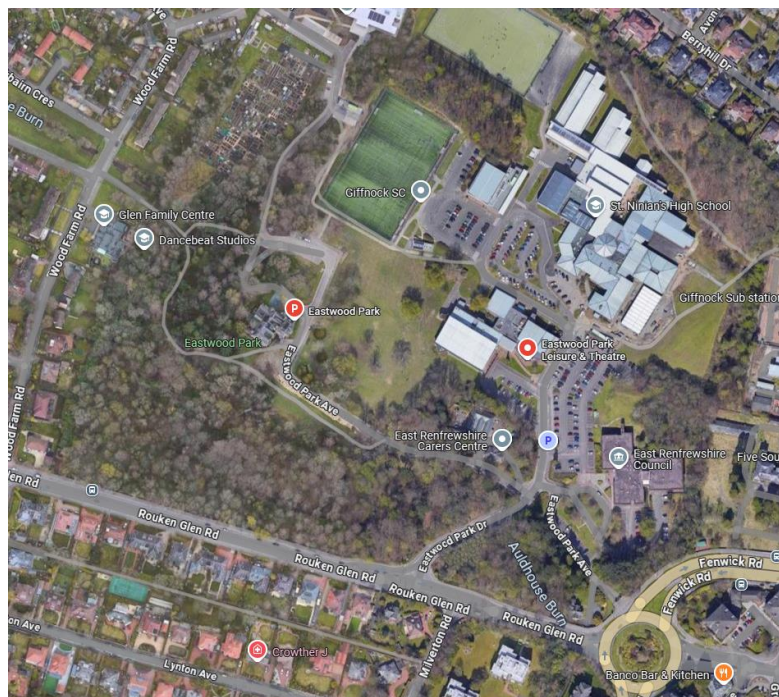


## Eastwood Park

Eastwood Park is a public park located between Thornliebank and Giffnock in East Renfrewshire, Scotland. The land now known as Eastwood Park was originally part of the Barony of Eastwood, owned by the Montgomery family, Earls of Eglinton. In 1812, the estate was sold and divided into private estates, including the current Eastwood Park.

The park is home to Eastwood House, a Victorian mansion, and serves as a hub for community activities. It houses East Renfrewshire Council's headquarters, Eastwood Park Theatre & Leisure Centre, and St. Ninian's High School.

Eastwood Park is owned and managed by East Renfrewshire Council, which oversees its facilities and community services. The surrounding region of Giffnock contains ancient woodland that could be as old as 8,000 years.



### **Eastwood Park**

Rouken Glen Road  
Giffnock, Glasgow  
G46 6UX

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## **Environmental Policy & Environmental Impact Assessment**

We aim for all our participants and staff to engender a high level of respect for the natural world and encourage all to be involved in decisions about their environment and safety. We aim to ensure that, where possible, we purchase products that have been assessed for having a lower impact on the environment. By operating in a way that minimises waste, optimises recycling and promotes the reuse of materials we hope to demonstrate and encourage a wider respect for the environment, as well as an understanding that all produce and waste is linked to the health of our planet as a whole.

On site activities such as fires will follow practices that minimise impact on wildlife through being mindful of what is burnt and how any residues are disposed of. Before leaving a site we will ensure that litter is collected and disposed of suitably. A detailed overview can be viewed in the Site Survey and Woodland Stewardship Plan.

<b>Activity</b>	<b>Impact</b>	<b>Mitigation</b>
Collecting wood	Dead wood is important to any woodland ecology as it has a multitude of uses, from homes for mini-beasts to beds for fungi, so it is very important for any healthy woodland habitat.	Limit the frequency of fires and evaluate the amount of dry, dead wood before having a fire. Collect only the minimum amount required for any given activity. Remove as little dead wood as possible from site.
Fires	Changes in soil chemistry can lead to increases in PH levels, carbon, phosphorous, etc. which can be harmful to some plants, whilst other essential nutrients may be depleted. Fire can travel underground to roots even after appearing to be extinguished. Fire uses deadwood – a valuable woodland resource	Carefully chose locations for fires. Scatter ash widely into undergrowth. Ensure that all fires are extinguished fully before leaving a site. Ask yourself, do I need this fire? If yes, how small can I make it? Carry in bought wood from a sustainable source.
Eating & drinking	Food waste may attract animals/insects to the site or increase numbers of certain species, leading to adverse changes in biodiversity. Sugary or milky drinks can change soil chemistry.	Inform participants of these impacts and advise them to take away their food waste. Advise participants not to pour drinks onto soil. (finish or collect dregs)
Tree Climbing, Shelter Building, Swings, Art	Damage to trees. Some art materials cause long-term damage.	Restrict these activities to suitable trees that will tolerate them. Use only naturally occurring materials (not chalk)
Collecting Natural Materials	Damage to plants - some plants are far more sensitive to losing their leaves or flowers than others. This changes in different seasons.	Inform groups which plants not to pick. Ensure leaves or flowers are taken from fallen parts where possible. When picking is necessary, pick in way that does least harm to the plant & see 'BSBI Code of Conduct'.
Hand hygiene	Most wet wipes contain plastic. All soap will have a negative impact on the soil.	Either buy biodegradable ones, refrain from using them, or limit use (i.e. tear in half if hands not too dirty). Always dispose of them in a bag to be taken away. Use eco-soap, if needed. Site hand-washing area in less sensitive area of wood. Use bowl to collect suds.
Toilet Use	Human waste entering waterways	Wild toileting is not planned for but a last resort. Toileting area will be at least 30 metres from any waterway.

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## **Purpose and Values of Forest School**

The Forest School Association (FSA), established in 2012, plays a crucial role in supporting and promoting Forest School practices across the UK by providing training, resources, and professional development opportunities for practitioners. The FSA also works to maintain the quality and integrity of Forest School delivery through accreditation and networking. The Forest and Outdoor Learning Award (FOLA), developed more recently, complements this by offering a structured qualification for educators to deepen their skills in outdoor education, reinforcing the principles of Forest School while expanding its accessibility. FOLA supports the continued growth and professional recognition of Forest School in the present and is positioned to contribute significantly to its future development, ensuring the approach remains responsive to educational needs and environmental challenges.

“The ethos of Forest School is based on the fundamental respect for children and young people and for their capacity to instigate, test and maintain curiosity in the world around them.” (FSTC). Forest School upholds the right children have to play, to experience the outdoors (especially woodlands), to engage with risk and the rich realities of nature, and to develop emotional resilience through social interactions. This resilience fosters ongoing creativity, collaboration, and self-discovery.

A priority at Forest School is the learning process over specific content, focusing more on *how* children learn rather than *what* they learn. True Forest School practice moves beyond structured activities, embracing spontaneity, curiosity, and limitless possibilities. Children and young people are encouraged to take charge of their own learning, with Forest School leaders playing a supporting role—whether by inspiring outdoor play, guiding exploration, or simply observing how children interact with nature.

Looking ahead, the future of Forest School in the UK is integral to education. There is a growing emphasis on integrating outdoor learning into mainstream education, supported by initiatives like the Nature Premium campaign, which advocates for funding to ensure all children have access to nature-based learning experiences. Forest School has evolved into a vital component of UK education, promoting holistic development and a deep connection to the natural world.



## **Contributions to the Wider Curriculum**

In Scotland, forest and outdoor learning are integral components of the educational framework, significantly enriching the Curriculum for Excellence (CfE) and the broader education system. These approaches provide dynamic, hands-on experiences that foster holistic development in learners.

### **Integration into the Curriculum for Excellence**

The CfE emphasizes the importance of outdoor learning, advocating for its inclusion across all stages of education. This integration ensures that learners engage with the natural environment, enhancing their educational journey. The "Curriculum for Excellence through Outdoor Learning" document articulates a vision where outdoor experiences are central to the curriculum, promoting regular and progressive outdoor activities throughout a student's educational career.

### **Enhancing Learning Across Disciplines**

Outdoor learning serves as a versatile platform for interdisciplinary education. It offers practical contexts for subjects such as sciences, social studies, and health and wellbeing. For instance, outdoor settings can inspire creative approaches to literacy and facilitate scientific investigations, making learning more engaging and relevant.

### **Development of Personal and Social Skills**

Engagement in outdoor learning activities contributes to the development of essential personal and social skills. These experiences encourage teamwork, problem-solving, and resilience. The "Successful Approaches to Learning Outdoors" guide highlights how outdoor environments can foster confidence and effective collaboration among learners.

### **Professional Development and Support**

To effectively deliver outdoor learning, professional development for educators is crucial. Organisations like Learning through Landscapes offer training and resources to help schools incorporate outdoor learning into their curricula. Their initiatives support educators in creating meaningful outdoor experiences that align with educational standards.

### **Policy and Strategic Support**

The Scottish Government underscores the significance of outdoor learning through various policies and strategic documents. The "Learning for Sustainability Action Plan 2023-2030" outlines a commitment to embedding outdoor learning and sustainability across educational practices, ensuring that all learners have access to nature-based experiences.

In summary, forest and outdoor learning are vital to Scotland's educational landscape, enriching the curriculum and fostering the development of well-rounded, resilient learners.

## **Health & Safety**

Forest School leaders undertake to take reasonable steps to ensure the health and safety of all participants during 'activity' parts of Forest School sessions as follows:

- Children and staff at Forest School
- Parent helpers and observer visitors

Forest School recognises the value of risk to child development, as outlined by the HSE in ([Children's play and leisure - HSE](#)) and Scotland's Play Strategy:

### **Staff & helpers**

Our ratio is 1 adult for every 10 children.

This ratio is for guidance only for groups of children and suitable levels of support should be determined in advance depending on the types of activity and needs of the group.

All our leaders are professionals with relevant qualifications and experience and have undertaken current PVG/ Disclosure checks. At least one member of the on-site team will hold an up to date outdoor first aid qualification. We will also aim to provide adequate training and support to ensure all staff and volunteers are confident and competent when following the policies and procedures we have set out in this Handbook.

### **Risk management & risk assessment**

We (The Forest School Leader and support staff) believe that, while there are risks that must be considered, there are also a wide range of potential benefits that can be gained by those involved. We also recognise that taking risks is an important part of learning and developing and we want to provide a safe and supportive environment in which participants can learn about risks, challenges and personal safety. Consequently, we will use a risk/benefit analysis in our assessment of our sites and activities.

### **On Site Risk Assessment Procedure**

Whenever possible the Forest School Leader (FSL) will visit and assess sites before activities take place. During the assessment the FSL will seek to identify significant hazards and take action or precautions to reduce the risk to a safe level. The location of the site and its grid reference are noted in the Site Information page of this Handbook. All staff and volunteers will have access to this information in case the FSL is unable to attend to an incident.

The FSL will make agreements with landowner and explore specific site issues if necessary. Whilst doing this the FSL will identify any hazards and implement the necessary controls, check for mobile phone coverage and access in case of emergency, and assess toilet facilities. The FSL will ensure all staff and partners are provided with a copy of the risk assessment prior to an activity.

When and where possible, the FSL will carry out a last check of a site prior to the arrival of a group.

Changing weather conditions and visitors to the site can create new challenges, such as fallen branches and litter. These will need to be assessed and may alter previously arranged activities. Where checks are not possible prior to groups' arrival a site sweep and assessment will be made with the group upon their arrival.

There are five steps to risk assessment:

- 1) Look for the hazards.
- 2) Decide who might be harmed and how.
- 3) Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done.
- 4) Record the findings.
- 5) Review the assessment and revise if necessary.

All written risk assessments will be shared with relevant staff and volunteers prior to sessions taking place. Any dynamic/ on-site risk assessments will be shared verbally.

### First Aid

Our Forest School Leader, Andrew McMillan, is Outdoor First Aid trained - ITC Level 3 Award in Forest School First Aid (Forest School Emergency Action and Forest School Incident Management).

First Aid Kit Contents:

- Gloves (in sealable bags, which can then be used for safe disposal of soiled items)
- Swabs
- Bandages
- Plasters
- Micropore tape
- Cling film
- Scissors
- Roll mat
- Survival bag
- Accident book
- Emergency procedures
- Medical information and emergency contact details for all in group, including adult helpers and leader of sessions
- Mobile phone or walkie-talkie

First aid kits must be restocked after use and a stock check carried out every 2 months.

Any incident or near miss must be subsequently investigated by staff team to review existing controls and procedures.

## Emergency & Serious Incident Procedure

Emergencies are never wanted, but they are a possibility, and so we ensure that all leaders are familiar with appropriate emergency procedures. Most emergencies can be resolved on-the-spot by the leader removing the group from potential threat and providing first aid.

However, in the event of a serious incident, which could arise as a result of an injury, illness or threat, emergency services should be contacted and the following procedures followed:

1. **Secure safety of whole group** from further danger. Stop all work/activities if safe. Call in and locate group promptly as agreed with group in advance. If possible, remove whole group from any further danger or threat of danger.
2. **First Aider to attend to any casualties** with adult helper and with regard for maintenance of required supervision ratios for the rest of the party. At least one first aider must be on site at all times. A record of changes in casualties' state and anything administered to them to be made if possible.
3. **Emergency services contacted as necessary**, ideally by an adult helper. Charged mobile phones are carried by staff. Despatch a designated member of staff to meet emergency vehicle where possible/necessary.
4. **Safety of the rest of group** will be maintained by the remaining staff and adults away from the scene of the incident.
5. **Informing next of kin** should be carried out as soon as practicable after the incident by the designated member of staff.
6. **Inform management** The Head Teacher and Child Protection Officer must be informed of any major incident as soon as possible. Following this as soon as is possible the landowner of the site should also be informed.
7. **Incident report and/or first aid book** should be filled in on site if possible and then logged back at the school – see first aid kit for report form. This should be filled in whenever the emergency plan is used even if no one was harmed and it was just a near miss.

## Administration of medication

Permission will be sought from a guardian to give their child paracetamol, sting or bite treatments, antiseptic cream and sun cream. These permissions will be included in the *pro forma* consent form. Guardians will also be asked to provide details of allergies or relevant illnesses and to supply medicines where necessary (such as an epi-pen or asthma inhaler). Where a guardian does not give permission for medicines and creams to be applied, their wishes will be adhered to by the Forest School Staff.

## Reporting: incidents and accidents

Any accidents that involve injury will be recorded into a first aid book. Major injuries that constitute 'reportable injuries' will be reported to the Health and Safety Executive via RIDDOR. Parents will be notified of injuries in keeping with the 'Emergency and Major Incidents' policy. 'Incidents', which include major behavioural incidents and any major negative occurrence that is not an accident, will also be recorded by the Forest School leader in an Incident Report.

<https://www.hse.gov.uk/riddor/index.htm>

## *Pro forma consent*

Parents/guardians will be asked to fill in a consent form before their child begins a forest school programme. The completed consent form will give relevant medical details of the child, consent for the child to take part in the forest school activities and permissions to administer medicines and creams and to admit the child to hospital for emergency treatment.

The form also provides emergency contact details and optional permission to take and use photographs of the child for promotional purposes and reports.

The forest school leader will keep copy of this form with him or her at all sessions attended by the child.

## **Safeguarding**

Child Protection in our school is a priority. The Wellbeing of every child is very important to us. We want all of our young people to feel that they are loved, nurtured and safe at home and in our school community. Within our school we strive to provide a safe, secure and nurturing environment for our pupils, which promotes inclusion and achievement.

All staff complete an annual Child Protection training and are guided by the indicators in Getting it right for Every Child. We have procedures in place if we have any concern about a child's wellbeing or safety or we believe a child is at risk of abuse. All schools in East Renfrewshire have comprehensive Pupil Support systems in place and we work closely with our partners in Social Work, Health and the Police. The school operates a multi-agency Joint Support Team to ensure that the best possible supports are available to pupils when they need them. Many of our support staff have undertaken further training in Pupil wellbeing to be able to identify and put support in place if child protection concerns are identified. Our Child Protection Coordinator is Mr Tony Creighton who is one of the Depute Head Teachers.

All staff at St. Ninian's High School have a responsibility in relation to child protection.

In the case of a pupil disclosing information that concerns an adult/ member of staff the course of action set out below should be followed:

1. Listen to the pupil but ask NO leading questions. Allow the child to lead the discussion but do not press for details.
2. Keep calm and offer reassurance. Accept what the child says without challenge.
3. Make NO promises. You cannot 'keep a secret'. You should make it understood that there are limits to confidentiality at the start of the disclosure.
4. Inform the Child Protection Co-ordinator.
5. Keep an accurate, written record of the conversation, including the date, the time, the place the conversation occurred in and the essence of what was said and done by whom and in whose presence. Keep the record secure and hand it to the Child Protection Co-ordinator.

## **Lost or Missing Person Procedure**

Unknown woods can be disorientating, especially if a participant is unused to this kind of environment. Many woodland sites are not surrounded by walls or fences, and whilst we appreciate this sense of freedom can be beneficial to all, there is also the possibility that a participant may get lost. There are a number of ways we can prevent this:

We encourage all our participants to take an interest in their surroundings so as to help them find their bearings. Ultimately we would like to inspire all who are able to become responsible for their own safety with respect to staying close to the rest of the group. Boundaries will be chosen, clearly marked and made known to the group. Going outside the boundaries will require all of the group to go or a sub group, with at least one leader – allowing at least two leaders to stay with remainder of group.

The group will be counted in and checked at start and end of day, then at other relevant points in the day – particularly after activities that include members splitting up. Good communication within the group will encourage collective responsibility for each other's safety – leaders are always approachable and should be made aware if there are any concerns as to a participant's whereabouts.

In the event of leaders fearing that a member of the group has gone missing:

- 1) All the group will be immediately called back in, by prearranged call or whistle, and counted and missing member determined. The time will be noted.
- 2) The Group Leader must ensure the safety of remaining pupils. At least two adults must stay with them at all times.
- 3) One or more adults should immediately start searching for the missing group member – calling and whistling as appropriate.
- 4) If the missing group member is not found within 5 minutes, the group Leader must contact police by telephoning 999 (this will result in the emergency plan coming in to action).
- 5) Incident Report to be completed on return to school building. Leaders must recall and write down a description of what the missing person was wearing and any distinguishing features. Any information on their last known location and time should be noted. Also if they have any special medical or learning needs then these need to be noted down. All information then must be passed to police or other agencies.



## **Tools, Fires & Activity Guidance**

### **Tool Use Procedure**

Using a range of tools will be necessary in many site based activities and is an important part of our work as it enables participants to develop new practical skills that help develop self-confidence. We aim to ensure that all people participating in sessions with tools do so safely and with as little risk to their health as possible. Tools that may be used include potato peelers, bow saws, pruning saws, loppers, knives, drills and hatchets. The following guidelines are to be followed when using tools:

- The forest school leader will check all tools are fit for continued use before the session
- Only tools that are in safe working order shall be supplied for use
- Correct and safe use of sharp tools will be demonstrated to all staff and participants
- Tools should be counted when handed out and counted back in again when finished
- All groups are to be supervised closely by Forest School Leader until deemed competent to work with limited supervision
- Tools should be kept in a designated safe area when not in use - none should be left unattended outside this area
- All knives will be closed/ sheaved immediately after use
- Saw guards will be replaced immediately after use
- Walking around with open/ unmasked tools will not be permitted
- Safe working distances and suitable ratios must be maintained at all times

For Tool Operating Procedures see pages 25 – 27 of this handbook.

All group members will wear suitable boots/shoes and outdoor clothing for the activity they take part in. Where any cutting or felling is taking place, helmets should be worn, and gloves provided for handling brash etc.

### **Guidance on Knife Use**

- Designate a specific zone for those using knives
- Always carry knife with sheath firmly on
- Always pass knife with sheath firmly on and in demonstrated manner
- Always keep knife in sheath when not in use
- Leader to count knives out & back in
- Ensure participants have had demonstration before use (and Forest School Leader is confident of participant's ability) including grip and body position
- Knife work is always supervised by a Forest School Leader/ trained support staff
- Each person to sit well out of reach of others (blood bubble)

## Fire Procedure

Fires and the use of storm kettles are an important part of Forest School and other sessions. We aim to ensure that all people participating in sessions with fires and/or Kelly kettles will do so safely and with as little risk to their health as possible. Fires will only be used where it is appropriate to do so and where there has been an agreement with the site owner prior to the session.

- Leaders will explain to participants the importance of using dead wood for fires (where possible) and also of the importance of dead wood as a habitat
- Smoke inhalation will be reduced by burning dead wood. Those in smoky areas will be encouraged to move to less smoky areas
- Where it is not possible to use deadwood, firewood logs will be used
- Fires will only be lit in suitable defined spaces or in a fire wok
- Participants will only be allowed to light fires under direct supervision of a trained leader using suitable materials and equipment
- All participants will be given clear guidelines about how to behave and move around the area when the fire or kettle is lit
- A lit fire will be supervised by an adult at all times, as will all cooking activities
- Related safety equipment, including heat-proof gloves, a fire blanket, a burns kit and water will be kept within close range of fires
- All fires should be fully extinguished and all traces removed at the end of a session, except where the landowner has agreed that a designated fire pit may be used repeatedly

## Food Hygiene & Eating

All participants on activities will be encouraged to wash their hands with water and soap, which will be provided, before eating food.

## **General Session Safety & Group Guidance**

### **Weather & Clothing**

Clothing advice will be given to participants and their parents/carers prior to the visit e.g.

Winter: waterproofs/coats, fleece/jumper, hats and gloves

Summer: waterproofs, fleece, sun hat, long sleeved tops and trousers

Footwear: wellies or strong/sturdy (ideally waterproof) outdoor shoes and warm woollen or manmade fibre socks.

Where possible, we will keep spare sets of waterproofs in case of a participant arriving without adequate protection.

### **Toileting procedure**

As we will be carrying out our sessions in Eastwood Park we will have access to toilets within St. Ninian's High School as well as Eastwood Theatre. For sites without toilet facilities, the following procedures have been proven to work effectively and to comply with current child protection recommendations.

- Encourage everyone to use the toilet before coming on site.
- We will identify a suitable location away from the work area in advance of the session.
- A Toilet tent can be used to provide privacy and a toileting bag placed at this location.
- The group should be introduced to wild toileting - participants encouraged to use a trowel to bury faeces and tissue if necessary - and any queries or uncertainties to be dealt with. At all times the emphasis needs to be on discretion.
- Hand washing facilities should be available but if this is not possible wet wipes and cleaning gel can be used. All wet wipes should be placed in bags and disposed of off-site.

Toileting kits contain:

- Toilet paper
- Wet wipes and cleaning gel
- Nappy bags
- Small trowel
- Toilet tent for privacy

## Transport to and from Forest School site

Pupils and staff will walk on the path through Eastwood Park, crossing any roads safely. They will then walk carefully through the woodland area to reach the Forest School site.

When the group goes for a walk the following procedures will be followed:

- The destination will be communicated to all adults present
- Children will be counted at the beginning and end of the walk, and at any necessary points in between, such as after a rest or play stop
- A register will be taken at the beginning and end of each walk
- Walking on roads will be avoided, but where necessary will be in single file, with an adult at the front and the rear, and remaining adults interspersed between children
- For longer walks and those which venture beyond the Forest School site, the route and projected timings will be communicated so somebody who is not with the group, and arrangements made for a check-in system between that person and the group leader

## Cancellation procedure

If it is not possible to relocate to a safer area, the session may be cut short or cancelled in the event of:

- A Met Office severe weather warning being in place for the area
- A forecast of high wind speeds approaching or above Beaufort Scale Level 7 (50kph/32mph), or frequent strong gale-force gusts (75kph/47mph)
- A combination of wet and cold making hypothermia more likely
- Thunder and lightning
- Heavy snow-loading on tree branches.

## Dogs & Members of the Public

Eastwood Park is open to the public and so there may well be other people out enjoying the woods. Most people will be happy to pass by the Forest School group without hindering activities, but there is the possibility of unwanted attention from a passer-by. In this event a leader will step in and assure the member of public that if they wish to raise any issues, then they should contact the school office at a time convenient to both parties. If the situation escalates to a dangerous level staff will use a mobile phone to call the police and use the Emergency & Serious Incident Procedure.

Some participants may be unused to or even afraid of dogs. If this is known to be the case for any particular participants please inform any/all leader(s) prior to arrival on site. If a dog appears the fearful participant can be joined by at least one member of staff. If a dog approaches the group and appears to likely to cause trouble all participants will be advised not to run or act excitably – ideally keep arms by their sides, voices low and stay as still as possible. A leader will speak to the owner.

## Hazardous Plants & Fungi

Part of the risk assessment will be to identify any particularly hazardous plants and point them out to the group so that all members are aware of the dangers. The sap or hairs from some plants can cause rashes and blistering when in contact with skin, or after the skin is then exposed to sunlight.

Most rashes are caused by stinging nettles, though giant hogweed may also be a problem. Both of these plants are easily distinguishable and if either is seen growing on site all members of the group will be taught how to distinguish and avoid coming into contact with it.

Serious poisoning from ingestion of leaves, berries or mushrooms rarely occurs, even when curious children are involved. However, ingesting even small amounts of some species can cause nausea, vomiting, and stomach cramps; and large amounts are potentially fatal. Consequently, we disallow all participants from foraging and eating anything that has not been agreed safe by a Forest School leader.

If a member of the group is exposed to a hazardous plant or fungi, so that they have a reaction a leader must be informed and appropriate First Aid given. If the nature of the reaction is more serious the Emergency & Serious Incident Procedure must be followed.

## Biting & Stinging Insects

Insect bites and stings can be common, particularly in spring and summer, and usually cause only minor irritation. In rare cases, people can have a serious allergic reaction to a bite or sting that requires immediate medical treatment - if this is the case then a leader will refer directly to the Emergency & Serious Incident Procedure.

If there is prior knowledge to suggest that a participant will have an allergic reaction if bitten, then the school, and ideally the Forest School Leader, must be informed before any activities take place on site.

If ticks are known to exist in proximity to a site then all participants need to check or be checked for ticks as soon as possible following any activity on site. Where a tick is found on a participant, a plaster should be placed over it and parents/carers informed at the end of the session so that they can remove it safely. Information on safe removal of ticks can be found at [Tick bites | NHS inform](#)

## **Forest School Behaviour Policy**

Every member of staff has a responsibility to protect their own and other group members' health, safety and well-being. Any incident should be reported if a person's actions are likely to jeopardise the safety or comfort of others.

We aim to promote:

- Self-esteem
- Self-awareness of personal abilities and limitations
- Respect and care for oneself, other people and the natural environment
- Co-operation and non-violent communication

### **Forest School Agreement and Ground Rules**

In the course of the first session, an agreement will be sought between the staff and all participants for the conduct of the group. This will include items such as respecting oneself, each other and the environment and listening carefully to instructions when they are given.

### **Behaviour expectations for leaders, assistants and visitors**

- Be a positive role model for participants, particularly with regards to respecting each person and the environment
- Encourage and reinforce caring and nurturing behaviour
- Be vigilant with regards to common sense safety

### **Promoting Positive Relationships**

As a school community, we look to build our relationships based on the Gospel Values of Love, Tolerance and Respect. We want our learners to flourish in a positive environment where they feel safe, included and respected. We look to create an environment in which pupils can learn and achieve their full potential and teachers can teach in an environment in which the welfare of everyone in the school community is safeguarded.

The learning experience of our pupils is focussed on;

- Positive pupil-staff relationships based on mutual respect, treating each other with kindness, respect, forgiveness and dignity.
- High quality teaching and learning experiences.
- Ensuring the well-being of all our pupils.
- Allowing our pupils to develop in the fullest sense; academically, emotionally, socially and spiritually.
- The support of parents / carers and working in partnership.
- The clear communication of standards and expectations.

## Restorative Approach

If a situation arises in which participants are behaving in a way that threatens the safety of the group, the forest school leader will ensure that the following 'Restorative Practice' steps are taken:

### 5 Key Questions

- 1) Tell me what happened?
- 2) What were you thinking at the time/ how did you feel?
- 3) Who else has been affected and how?
- 4) How are you feeling now?
- 5) What do you think needs to happen now/ How do we move forward?

### Guidance

- Allow each person to speak one at a time, listen throughout
- Summarise and reframe to help discussion
- Check and acknowledge both the thoughts, feelings and needs
- Identify the shared problem
- Emphasise the problem is the problem, not the people
- Agree on possible outcomes, work hard to achieve an agreed target
- Draw up a written agreement if required
- Final Feelings

## Recording & Reporting

In all cases the forest school leader will complete an incident report form, and where necessary inform parents/carers. Where relevant, any significant issues or incidents will be discussed with parents or carers in a private conversation.



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## **Session Routines**

### **Equipment**

- First Aid Kit
- *Pro forma* consent forms
- Risk-benefit analysis
- First Aid book
- Incident log
- Emergency Procedure
- Mobile phone
- Tools & fire lighting kit
- Handwashing kit
- Fresh water/water carrier
- Personal protective equipment
- Spare clothing
- Fire blanket
- Toileting kit

### **Setting Up**

1. Carry out a session risk assessment of site and advise/act accordingly
2. Collect necessary equipment and restock first aid where necessary
3. Meet and register group
4. Check phone signal

### **Session Opening**

1. Introductions of any new faces
2. Make the group aware of new hazards or medical considerations
3. Check that they are all wearing suitable clothing and footwear
4. Take the group to the location
5. Form an opening circle
6. Describe or walk the boundaries for the day
7. Engage children in the development of rules and guidelines for the day
8. Describe the day's activities

### **During the Session**

Visually check all equipment before use  
Check on pastoral needs of group  
Conduct a head count, as needed  
Ensure appropriate personal protective clothing is worn

## Closing the Session

1. Extinguish any fires properly
2. Count any tools used into their bag
3. Remove structures
4. Check for litter etc.
5. Collect the equipment
6. Form a closing circle
7. Conduct some type of evaluation with the group (questions, talking stick or drawing)
8. Walk the group to the school
9. Thoroughly check equipment
11. Complete the appropriate evaluation forms

## Tools Checklist

<b>Date:</b>						
<b>Tool</b>	<b>Qty start</b>	<b>Qty end</b>	<b>Qty start</b>	<b>Qty end</b>	<b>Qty start</b>	<b>Qty end</b>
<b>Initials</b>						
Bow saw - peg						
Bow saw - raker						
Folding saw						
Hacksaw						
Fixed Blade knife						
Loppers						
Secateurs						
Mallets						
Electric drill						
Drill bits						
Hand drill						
Palm drill						
Bradawl						
Rope						
Fire kit						

## Tool Operating Procedure

Fixed blade knife	
Tool used for:	<ul style="list-style-type: none"> <li>• Carving wood – e.g. cooking sticks, spoons etc.</li> <li>• Splitting small wood by battening</li> <li>• Happiest slicing between or diagonally through grain</li> </ul>
Transporting to FS:	<ul style="list-style-type: none"> <li>• In line with UK knife law – out of hands' reach in any vehicle or bag</li> <li>• In secure, well-fitting material (perhaps lockable depending on group)</li> </ul>
Safety checks:	<ul style="list-style-type: none"> <li>• Sheath complete</li> <li>• Blade and handle securely joined</li> <li>• Knife sharp and undamaged (blade should not reflect back light, should be easy to use)</li> </ul>
PPE needed (and for whom):	<ul style="list-style-type: none"> <li>• No glove on tool hand</li> <li>• Glove on holding hand best avoided</li> </ul>
Additional safety equipment to be used or carried:	<ul style="list-style-type: none"> <li>• Large wound staunching pads</li> <li>• Drinking water for flushing wounds</li> <li>• Wound dressings</li> </ul>
Initial ratio (staff/learner)	<ul style="list-style-type: none"> <li>• Children: generally 1:1 to begin with;</li> <li>• (adults 1:4 with use of buddying system)</li> </ul>
Safe body stance:	<ul style="list-style-type: none"> <li>• Three point kneeling stance – dominant knee down, bottom up off heel</li> </ul>
Safe work area	<ul style="list-style-type: none"> <li>• Flat ground, clear sight lines, no one within arm's reach plus tool length all round</li> </ul>
Safe action:	<ul style="list-style-type: none"> <li>• Cutting away from self, not over body, down toward the ground</li> <li>• Chopping block useful</li> </ul>
How to clean:	<ul style="list-style-type: none"> <li>• Dry sheath</li> <li>• Lay cloth on surface and wipe knife on that</li> <li>• WD 40 can be used for speed, but not food safe</li> </ul>
Storage in between sessions:	<ul style="list-style-type: none"> <li>• In a dry secure area that is accessible only by people who are safe to be around knives and expect them to be there</li> </ul>

## Tool Operating Procedure Cont'd

<b>Bow Saw</b>	
Tool used for:	<ul style="list-style-type: none"> <li>• Sawing across the grain of wood</li> <li>• Raker for green wood</li> <li>• Peg tooth for green or seasoned wood</li> </ul>
Transporting to FS:	<ul style="list-style-type: none"> <li>• out of hands' reach in any vehicle or bag</li> <li>• In secure, well-fitting material (perhaps lockable depending on group)</li> </ul>
Safety checks:	<ul style="list-style-type: none"> <li>• No significant damage to frame</li> <li>• Fixing points secure • Blade tensioned (ping test)</li> <li>• Teeth all present and aligned</li> <li>• No pitted orange rust</li> <li>• Sharp (use to check)</li> </ul>
PPE needed (and for whom):	<ul style="list-style-type: none"> <li>• Safety boots may be needed if length of wood being sawn is heavy enough to cause crush injury</li> <li>• Sturdy boots if cutting at ground level</li> </ul>
Additional safety equipment to be used or carried:	<ul style="list-style-type: none"> <li>• Large wound staunching pads</li> <li>• Drinking water for flushing wounds</li> <li>• Wound dressings</li> <li>• Saw horse (built or improvised)</li> </ul>
Initial ratio (staff/learner)	<ul style="list-style-type: none"> <li>• Children 1:1</li> </ul>
Safe body stance:	<ul style="list-style-type: none"> <li>• Three point standing stance – dominant leg back, in line with saw and hand</li> <li>• Holding hand behind physical barrier</li> </ul>
Safe action:	<ul style="list-style-type: none"> <li>• Make groove by making three or so cuts back towards you</li> <li>• Relax, let saw and gravity do the work, try to use full length of blade</li> </ul>
How to clean:	<ul style="list-style-type: none"> <li>• Dry guard and frame</li> <li>• Use brush to clean teeth</li> <li>• WD 40 for speed</li> </ul>
Storage in between sessions:	<ul style="list-style-type: none"> <li>• In a dry, secure area that is accessible only by people who are safe to be around knives and expect them to be there</li> </ul>

## **Tool Operating Procedure Cont'd**

<b>Loppers</b>	
Tool used for:	Trimming small growth that easily fits within jaws of tool
Transporting to FS:	Closed, in sturdy bag
Safety checks:	Generally good condition one side of jaw passing smoothly over other with no gaps blades not showing dents or rolling hinge securely in place
PPE needed (and for whom):	None
Additional safety equipment to be used or carried:	Wound cleaning and staunching
Initial ratio (staff/learner)	1:4
Safe body stance:	Cut area held securely above ground two hands on loppers all other body parts out of way
Safe action:	Gently close loppers If not closing easily then use a different tool for the job such as folding saw
How to clean:	Dry handles, bring blade to cloth
Storage in between sessions:	In bag on site In back of car during transport In area of controlled access within school/house/workplace

<b>Secateurs</b>	
Tool used for:	Trimming small growth that easily fits within jaws of tool
Transporting to FS:	Closed, in sturdy bag
Safety checks:	Generally good condition one side of jaw passing smoothly over other with no gaps blades not showing dents or rolling hinge securely in place Safety clip working
PPE needed (and for whom):	None
Additional safety equipment to be used or carried:	Wound cleaning and staunching
Initial ratio (staff/learner)	1:4
Safe body stance:	Cut area held securely above ground holding hand kept away from cut area all other body parts out of way
Safe action:	Clear communication with any helpers, ensuring they keep hands away from cut Gently close loppers If not closing easily then use a different tool for the job such as folding saw
How to clean:	Dry handles, bring blade to cloth, use WD40 if needed
Storage in between sessions:	In bag on site In back of car during transport In area of controlled access within school/house/workplace

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## Risk Assessment

<b><u>Hazard</u></b>	<b>Type of injury likely</b>	<b>Current Control Measures</b>	<b>Risk with current controls</b>	<b>Further Action Required</b>	<b>Risk level once actioned</b>	<b>Target for action (Date)</b>
2 Slip/ Trip	Fracture, sprains, cuts & bruises	<ul style="list-style-type: none"> <li>Staff and young persons are advised to wear appropriate footwear for being outdoors in woodland terrain.</li> <li>Young people will be made aware of their environment and any hazards at Ground, Field, Shrub and Canopy layer.</li> <li>Ground layer – hidden logs lying in grass/ under leaves; broken glass; rubbish and rusty metal; fungi; dog faeces; pond, stream, boggy area; slopes, embankments; holes in ground.</li> <li>Field layer – branches sticking out at eye level; poisonous plants; prickly plants.</li> <li>As it is a natural environment, these layers may change on a day to day basis and so dynamic risk assessments are also required before a session takes place and as the session takes place. Any hazards are to be shared with the group and a clear action of how to manage the hazard should be communicated.</li> </ul>	L			
3 Traffic	Fatality/ serious injuries	<ul style="list-style-type: none"> <li>To gain access to woodland site, pupils will walk through Eastwood Park. Part of this journey will involve crossing roads within Eastwood Park and walking on the road at one point of the journey (as there is no pavement).</li> <li>Pupils will walk in single file/ pairs. Pupils will walk as a group. Pupils will look before crossing a road and will continue to assess their surrounding when on the road for any vehicles/ danger. If required, pupils will step off the road on to the grass/ wooded area to allow vehicles to pass safely.</li> <li>Staff carry mobile phones for use in the event of an emergency</li> </ul>	L			

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<b><u>Hazard</u></b>	<b>Type of injury likely</b>	<b>Current Control Measures</b>	<b>Risk with current controls</b>	<b>Further Action Required</b>	<b>Risk level once actioned</b>	<b>Target for action (Date)</b>
		<ul style="list-style-type: none"> <li>Staff should contact the emergency services in the event of an emergency.</li> <li>Staff should only evacuate young persons from the site in the event of an emergency situation.</li> </ul>				
6  Moving/ falling objects	Head injury from natural objects (branches, deadwood) falling from trees	<ul style="list-style-type: none"> <li>Shrub layer – Deadwood in smaller trees; leaning smaller trees; poisonous/ irritant species.</li> <li>Canopy layer – Deadwood in overhead trees; leaning, dead trees; branches dying back/ stress signs.</li> <li>As it is a natural environment, these layers may change on a day to day basis and so dynamic risk assessments are also required before a session takes place and as the session takes place. Any hazards are to be shared with the group and a clear action of how to manage the hazard should be communicated.</li> </ul>	L			
8  Handling/ Lifting	Injuring back, legs, arms from carrying heavy object.	<ul style="list-style-type: none"> <li>Young people may at times lift and carry branches which may be heavy. They will be shown how to safely carry such items (carrying the object at waist height using both hands). They will be asked to carry these at a gently pace and will not be asked to carry anything that they do not feel comfortable with the weight of.</li> </ul>	L			
10  Fire or Explosion	Burning oneself, accidentally	<ul style="list-style-type: none"> <li>Find a flat area to make fire</li> <li>Check for any low hanging trees/ branches above fire area (move if necessary)</li> <li>Clear area where fire will be positioned</li> </ul>	L			

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<b><u>Hazard</u></b>	<b>Type of injury likely</b>	<b>Current Control Measures</b>	<b>Risk with current controls</b>	<b>Further Action Required</b>	<b>Risk level once actioned</b>	<b>Target for action (Date)</b>
	knocking others in to the fire, inhaling smoke from the fire	<ul style="list-style-type: none"> <li>• Build border (1 square meter) around fire area with wet/ green logs</li> <li>• Use smaller sticks to peg border in position</li> <li>• Place rope around fire area – a fall and a half in size)</li> <li>• Ensure rope is clearly visible</li> <li>• Rule of 3 points if inside rope area (knee, toe and toe – in order to keep low and stay balanced/ stable).</li> <li>• Rule of only allowed inside ropes if invited in by Forest School leader</li> <li>• Position others around the rope away from side where wind is blowing (as to not inhale smoke from fire)</li> <li>• Collect firewood prior to starting the fire. When adding in logs/ wood to the fire place the wood in carefully</li> <li>• Let the campfire burn down to reduce the half-burned wood</li> <li>• Add plenty of water to douse the embers</li> <li>• Ensure all logs are out</li> <li>• Break up the ground underneath the fire site with a pointed stick. Then add more water so it can seep into the ground.</li> <li>• Pick up the cold damp charcoal from the campfire</li> <li>• Distribute the cold wet ashes from the campfire</li> <li>• Remove all of the wet charcoal until only damp earth remains</li> <li>• Once fire has cooled disperse of any larger logs/ pieces of wood by scattering them in different areas of the forest</li> <li>• Cover up the site of the campfire.</li> </ul>				

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<b><u>Hazard</u></b>	<b>Type of injury likely</b>	<b>Current Control Measures</b>	<b>Risk with current controls</b>	<b>Further Action Required</b>	<b>Risk level once actioned</b>	<b>Target for action (Date)</b>
11 Hygiene	Sickness/illness	<ul style="list-style-type: none"> <li>• Encourage everyone to use the toilet before coming on site.</li> <li>• We will identify a suitable location away from the work area in advance of the session.</li> <li>• A Toilet tent can be used to provide privacy and a toileting bag placed at this location.</li> <li>• The group should be introduced to wild toileting - participants encouraged to use a trowel to bury faeces and tissue if necessary - and any queries or uncertainties to be dealt with. At all times the emphasis needs to be on discretion.</li> <li>• Hand washing facilities should be available but if this is not possible wet wipes and cleaning gel can be used. All wet wipes should be placed in bags and disposed of off-site.</li> <li>• Do not use any food which contain known allergies</li> <li>• Ensure all food stored correctly prior to cooking</li> <li>• Ensure all wash hands correctly before cooking</li> <li>• Ensure all cooking equipment is clean</li> </ul>	L			
18 Work equipment/ Tools	Causing an injury to oneself or others.	<ul style="list-style-type: none"> <li>• Ensure all participants receive appropriate training and supervision before using tools.</li> <li>• Implement a clear tool use policy, including safe carrying, passing, and storage.</li> <li>• Establish a tool area (fall and a half length)</li> <li>• Maintain a first aid kit nearby, and ensure staff are first aid trained.</li> <li>• Conduct a tool check before and after use to ensure equipment is in good condition.</li> <li>• Set clear boundaries and designated tool areas to avoid unnecessary risks</li> </ul>	L			

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<b><u>Hazard</u></b>	<b>Type of injury likely</b>	<b>Current Control Measures</b>	<b>Risk with current controls</b>	<b>Further Action Required</b>	<b>Risk level once actioned</b>	<b>Target for action (Date)</b>
		<u>Bowsaw</u> <ul style="list-style-type: none"> <li>• Maintain a firm grip with both hands when using the saw.</li> <li>• Use a saw horse or stable cutting surface to secure the wood.</li> <li>• Ensure the blade guard is in place when not in use.</li> <li>• Operate with a stable stance (3 points or contact), keeping fingers clear of the cutting path.</li> </ul> <u>Fixed Blade</u> <ul style="list-style-type: none"> <li>• Always cut away from the body and keep fingers away from the cutting edge.</li> <li>• Keep the knife sheathed when not in use.</li> <li>• Only pass the knife handle-first (with sheath on).</li> <li>• Store knives securely after use to prevent unauthorised access.</li> </ul>				
19 Temperature	Cold/ Hypothermia	<ul style="list-style-type: none"> <li>• Appropriate safety talk</li> <li>• Check weather forecast</li> <li>• Ensure young people are appropriately dressed</li> <li>• Have spare blankets available if needed</li> <li>• End activity if too cold</li> </ul>	L			
20 Weather/ Environment	Sunburn, slips and trips, hyperthermia, dehydration, sickness and ill health	<u>Sun Exposure</u> <ul style="list-style-type: none"> <li>• Event organiser monitors weather forecast and informs group of appropriate clothing</li> <li>• Young persons are advised to bring fluids with them</li> <li>• Young persons are advised to bring their own sun protection</li> <li>• Staff can provide sun protection should young person forget</li> <li>• Water and fluids can be obtained/purchased within venues</li> </ul>	L			

<b><u>Hazard</u></b>	<b>Type of injury likely</b>	<b>Current Control Measures</b>	<b>Risk with current controls</b>	<b>Further Action Required</b>	<b>Risk level once actioned</b>	<b>Target for action (Date)</b>
		<p><u>Icy/ Snowy Conditions</u></p> <ul style="list-style-type: none"> <li>• Appropriate safety talk</li> <li>• Check weather forecast</li> <li>• Ensure children appropriately dressed</li> <li>• If appropriate grit paths and areas</li> </ul> <p><u>Windy Conditions</u></p> <ul style="list-style-type: none"> <li>• Cancel activities if wind</li> <li>• Appropriate safety talk</li> <li>• Safety check trees for loose and dead branches regularly</li> </ul> <p><u>Rainy Weather</u></p> <ul style="list-style-type: none"> <li>• Appropriate safety talk</li> <li>• Check Weather forecast</li> <li>• Ensure young people are appropriately dressed</li> <li>• Have space blankets available if needed</li> </ul> <p><u>Cancellation Procedure</u></p> <p>If it is not possible to relocate to a safer area, the session may be cut short or cancelled in the event of:</p> <ul style="list-style-type: none"> <li>• A Met Office severe weather warning being in place for the area</li> <li>• A forecast of high wind speeds approaching or above Beaufort Scale Level 7 (50kph/32mph), or frequent strong gale-force gusts (75kph/47mph)</li> <li>• A combination of wet and cold making hypothermia more likely</li> <li>• Thunder and lightning</li> <li>• Heavy snow-loading on tree branches.</li> </ul>				

## **Incident log sheet**

Complete the form for every accident leading to injury, violent or aggressive incident, ill health, disease or near miss.

**Incident of date and time:**

**Location:**

**Person injured or subject of aggression:**

**Relationship to St. Ninian's High School:**

Was the incident:

- ☐ a near miss      ☐ ill health/disease      ☐ an accident leading to injury
- ☐ a violent or aggressive incident

What happened (describe below including the nature of any injury/illness):

Was anyone else involved (note names if so)? Was anything damaged (e.g. vehicle)?

What action has been taken to prevent a recurrence?

Name of person completing form & relationship to St. Ninian's High School:

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## Session Evaluation Form

<b>Session date &amp; number</b>	
<b>Group &amp; Leader/s</b>	
<ul style="list-style-type: none"> <li>• Overview of Session Delivery</li> <li>• Activities undertaken by group</li> <li>• Factors effecting delivery</li> </ul>	
<ul style="list-style-type: none"> <li>• Learning &amp; Development Outcomes for the group – observations and comments from leaders and learners.</li> </ul>	
<ul style="list-style-type: none"> <li>• Observations relating to learning, behaviour and development</li> </ul>	
<ul style="list-style-type: none"> <li>• Examples of play occurring in the Group that supports holistic learning and development</li> </ul>	
<ul style="list-style-type: none"> <li>• Examples of interventions where leaders provided additional support or guidance aimed at encouraging appropriate behaviour and promoting learning and development</li> </ul>	
<ul style="list-style-type: none"> <li>• General feedback from group</li> <li>• Input &amp; ideas for next session</li> <li>• Changes to following sessions</li> </ul>	
<ul style="list-style-type: none"> <li>• Safety issues that arose during the session or near misses</li> <li>• How issues were dealt with</li> <li>• Recommended changes to policy or procedure to ensure issues are mitigated</li> </ul>	
<ul style="list-style-type: none"> <li>• First Aid Kit used</li> <li>• Accident Log Made</li> <li>• What needs re-stocking</li> </ul>	
<b>Date completed</b>	<b>Signed</b>



## Consent Form

Dear Parents/Carers,

St. Ninian's High School has developed an onsite Forest School (within Eastwood Park) to give pupils the unique opportunity of experiencing first hand, play and learning in a controlled outdoor environment. Forest School is the name for an approach to educating children in the outdoors on a regular basis. This work will support the main curriculum and will have a strong emphasis on raising all pupil's self-esteem and independence.

We believe everybody should have regular, long-term access to a woodland or natural environment which provides them with inspirational and challenging outdoor learning opportunities. Forest School offers a learner centred approach, where participants can learn through self-directed play and exploration. Participants who come to the woods will be given the opportunity to develop their curiosity, confidence, self-esteem, creativity, empathy, communication skills, knowledge of the natural environment and ability to assess risk.

We have risk assessments and policies in place, which you are welcome to read through as well as our Forest School Handbook. Should you require any further information or would like to ask any questions, please feel free to contact me. To ensure we hold the correct information, please read and sign the following statements on the next page (please tick the appropriate box).

Sessions will take place across all seasons and in all weather conditions. In the event of a weather warning/ alert a risk assessment will be carried out to determine if the session will be cancelled or not. Pupils must wear sturdy shoes (i.e. boots) that they are happy to get muddy and bring/ wear waterproofs (trousers and jacket). A more detailed list of what to wear is included overleaf.

Your child will attend Forest School once a fortnight on Tuesday periods 5&6/ Friday periods 1&2.

Thank you,

Mr. McMillan

Name of Pupil: \_\_\_\_\_ Class: \_\_\_\_\_

I **agree** to my child taking part in activities such as; craftwork, tool use, rope use, fire lighting, den building, campfire cooking, tree, plant and insect studies and other related activities at age appropriate levels. ☐

I **agree** to my child using equipment and tools necessary for the activity at age appropriate levels. ☐

As an additional precaution, we are required to ask you details about allergies and insect stings.

My child **has never** been stung by a wasp ☐ bee ☐

My child **has** been stung by a wasp ☐ bee ☐ and made a **normal recovery**.

My child **has** been stung by a wasp ☐ bee ☐ and **had an allergic reaction**.

*If you ticked this last box, we will get in touch with you to get further details.*

I **give permission** for my child to have insect repellent applied when necessary ☐

I can confirm that the medical information I have supplied to the school is fully up to date ☐

My child has the following food allergies/allergies;

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I **give permission** for my child's photo to be taken during outdoor sessions for school use ☐

I understand that a strict code of practice for working with children will be followed and all activities will be risk assessed. I understand that I may need to provide appropriate clothing for my child to participate in Forest School activities and will be notified in advance. I understand that the Forest School Leader reserves rights to exclude children from activities due to inappropriate clothing as a health and safety precaution.

I, parent/guardian of \_\_\_\_\_ (name of child) can confirm that I have read and understood the above information and ticked the appropriate boxes for consent.

Name of parent/guardian: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Your child will attend Forest School on Tuesday periods 5&6/ Friday periods 1&2 on the following dates.

Please ensure you have the correct clothing. If you do not, you may not be able to take part in the session. Sturdy shoes (i.e. boots) that you are happy to get dirty must be worn every session. Waterproof trousers and jacket must be brought/ worn every session.

Session 1	Session 2	Session 3	Session 4
Tuesday 16 <sup>th</sup> September Tuesday 23 <sup>rd</sup> September Friday 19 <sup>th</sup> September Friday 3 <sup>rd</sup> October	Tuesday 30 <sup>th</sup> September Tuesday 7 <sup>th</sup> October Friday 10 <sup>th</sup> October Friday 24 <sup>th</sup> October	Tuesday 21 <sup>st</sup> October Tuesday 28 <sup>th</sup> October Friday 31 <sup>st</sup> October Friday 7 <sup>th</sup> November	Tuesday 4 <sup>th</sup> November Tuesday 11 <sup>th</sup> November Friday 14 <sup>th</sup> November Friday 21 <sup>st</sup> November
Session 5	Session 6	Session 7	Session 8
Tuesday 18 <sup>th</sup> November Tuesday 25 <sup>th</sup> November Friday 28 <sup>th</sup> November Friday 5 <sup>th</sup> December	Tuesday 2 <sup>nd</sup> December Tuesday 9 <sup>th</sup> December Friday 12 <sup>th</sup> December Friday 19 <sup>th</sup> December	Tuesday 16 <sup>th</sup> December Tuesday 13 <sup>th</sup> January Friday 9 <sup>th</sup> January Friday 16 <sup>th</sup> January	Tuesday 20 <sup>th</sup> January Tuesday 27 <sup>th</sup> January Friday 23 <sup>rd</sup> January Friday 30 <sup>th</sup> January
Session 9	Session 10	Session 11	Session 12
Tuesday 3 <sup>rd</sup> February Tuesday 10 <sup>th</sup> February Friday 6 <sup>th</sup> February Friday 13 <sup>th</sup> February	Tuesday 24 <sup>th</sup> February Tuesday 3 <sup>rd</sup> March Friday 20 <sup>th</sup> February Friday 27 <sup>th</sup> February	Tuesday 10 <sup>th</sup> March Tuesday 17 <sup>th</sup> March Friday 6 <sup>th</sup> March Friday 13 <sup>th</sup> March	Tuesday 24 <sup>th</sup> March Tuesday 31 <sup>st</sup> March Friday 20 <sup>th</sup> March Friday 27 <sup>th</sup> March
Session 13	Session 14	Session 15	
Tuesday 21 <sup>st</sup> April Tuesday 28 <sup>th</sup> April Friday 24 <sup>th</sup> April Friday 1 <sup>st</sup> May	Tuesday 5 <sup>th</sup> May Tuesday 12 <sup>th</sup> May Friday 8 <sup>th</sup> May Friday 15 <sup>th</sup> May	Tuesday 19 <sup>th</sup> May Tuesday 26 <sup>th</sup> May Friday 29 <sup>th</sup> May Friday 29 <sup>th</sup> May	

## **Summer**

- Comfortable trousers – jogging bottoms or leggings.
- Long sleeved t-shirt for protection against stings, scratches, bug bites and sunburn.
- Jumper or lightweight fleece jacket (even in the summer it can be cooler amongst the trees)
- Socks
- Waterproofs (trousers and jacket)
- Sunhat and sun screen
- Sturdy shoes (i.e. boots) that you are happy to get dirty

## **Spring and Autumn**

- Comfortable trousers – jogging bottoms or leggings.
- Long sleeved t-shirt for protection against stings, scratches, bug bites and sunburn.
- Jumper or fleece jacket
- Warm jacket
- Socks
- Waterproofs (trousers and jacket)
- Sturdy shoes (i.e. boots) that you are happy to get dirty

## **Winter**

- Base Layers – thermal vest, thermal long-sleeve top and thermal leggings
- Comfortable trousers – jogging bottoms or leggings.
- Long sleeved t-shirt for protection against stings, scratches, bug bites and sunburn.
- Warm jumper
- Warm jacket
- Hat, scarf and gloves
- Warm socks
- Waterproofs (trousers and jacket)
- Sturdy shoes (i.e. boots) that you are happy to get dirty

## **Sign-off Sheet**

I confirm that I have read a copy of this Handbook and agree to abide by the policies and procedures it contains.

<b>Name</b>	<b>Organisation</b>	<b>Signature</b>	<b>Date</b>