



Neville's Cross Primary School & Nursery

Outdoor Learning Policy

Date of policy: February 2023

Review date: February 2025

'Neville's Cross is an inclusive family where all are nurtured to become creative, confident and resilient learners supported to reach their unique potential. Our children develop skills to become active and respectful members of our school, community and society and during their time at Neville's Cross, make memories to cherish.'

Introduction

Our outdoor learning policy aims to foster children's love of learning. At Neville's Cross Primary School, we believe that all children have the right to experience the unique and special nature of being outdoors. We further believe that it is important to enable children to use the outside environment as a context for learning.

What do we mean by Outdoor Learning?

Outdoor Learning does not have a clearly defined boundary but it does have a common core. Outdoor Learning is a broad term that is not exhaustive and includes:

- outdoor play [learning through play],
- school grounds projects,
- environmental education,
- recreational and adventure activities,
- personal and social development

Outdoor learning can provide a dramatic contrast to the indoor classroom. There is strong evidence that good quality learning outside the classroom adds much value to classroom learning. It leads to a deeper understanding of concepts that span traditional subject boundaries and which are frequently difficult to teach effectively using classroom methods alone.

Direct experience outdoors is powerful, motivating and has impact and credibility. The results from outdoor learning can be instantaneous as well as active and therefore impact on behaviour as well as tapping into the learning styles of the more kinaesthetic learner. Through skilled teaching, outdoor experiences readily become a stimulating source of fascination, personal growth and can lead to breakthroughs in learning.

Active learning readily develops the learning skills of enquiry, experiment, feedback, reflection, review, communication, problem solving, an enterprising attitude and cooperative learning – to name only some of the benefits.

Outdoor Learning can help to bring learning alive. For that reason, the outdoors can have an impact on areas of the curriculum as diverse as imaginative writing and personal and social development. Outdoor learning also provides experiential opportunities allowing pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change.

Benefits of Outdoor Learning:

- Outdoor learning helps to ensure that children are successful learners enabling children to develop knowledge and skills in ways that add value to their everyday learning experiences.
- Outdoor learning enables children to be confident individuals and impacts positively upon young children's attitudes beliefs and self perceptions. Outdoor learning contributes towards creating independent learners with high self esteem and self sufficiency.
- Outdoor learning can have a positive impact upon children's behaviour.
- Outdoor learning contributes towards the promotion and children's understanding of the importance of developing a Healthy lifestyle.

- Outdoor learning has a positive impact upon children's personal and social development. It can also bring about community cohesion and allow children to develop as responsible citizens who make a positive contribution to their wider community. It can create pride in the school and wider community and promote community involvement, renewing children's pride and creating a sense of belonging and responsibility.
- It raises the attainment of learners, promotes and strengthens communication skills, team work and sense of cohesion.
- There is clear evidence that boys in particular are more active in their learning in an outdoor environment.

Aims and Objectives of this policy:

- To raise the profile of Outdoor Learning.
- To empower children to take ownership of their learning, allowing their minds and bodies to thrive
- To encourage children to develop the skills to solve problems, developing resilient and reflective learners.
- To develop skills of communication, cooperation and collaborative learning.
- To provide a challenging, safe and secure environment within which children can take and manage risks.
- To encourage close links with parents and the school celebrating our outdoor space and the rich learning that can take place within it.
- To encourage children to take care of their environment.

Health and Safety

We will support children in taking risks within a safe and secure environment. Pupils will be taught to manage risks and develop resilience. It is important to ensure that the outdoor environment offers challenges and teaches the children how to be safe and aware of others. Outdoor learning opportunities will be grasped when available and teachers will assess risk accordingly.

In the first instance the schools policies relating to Health and Safety and Risk Assessment (Forest School/Forest Bathing) should be referred to and applied prior to any outdoor learning activity that may require additional support beyond the reasonable activities one would normally apply within the classroom. It is also important that the school applies robust safety measures to effectively manage and minimise risks. It is equally important, however, that all involved, including parents, acknowledge that a degree of residual risk remains. We therefore discuss with parents their views regarding outdoor learning – and the degrees of risk that apply to the varying activities.

Our children are taught to manage risks in regard to outdoor learning. All pupils are regularly reminded about the importance of staying safe.

Be Safe is a school expectation and children are reminded of the importance of keeping themselves and members of the school community safe.

The following expectations are understood by all pupils. There is a shared understanding of how pupils safeguard themselves and others when undertaking outdoor learning.

Outdoor Learning is an important part of our learning journey.

- We must uphold our school expectation to be safe at all times when we participate in outdoor learning.
- We must never go into the Forest School Area without an adult.
- We must always walk on the path at the front of school and be aware that cars may approach through the front gate.
- We must never walk across the car park area.
- We must stay with our group.
- We must always ensure that we close all doors behind us.
- We must never open the gates to visitors.
- We must be sensible and ensure that we achieve our learning objectives.
- We will listen carefully to all instructions when outside of the classroom.
- We will follow our Forest School rules.

If we follow the expectations above, we will Enjoy Learning and Be Safe. We encourage children to be more resilient about weather conditions. The children are encouraged to bring the correct clothing to school in order to participate in outdoor learning activities.

Monitoring and Evaluation

Assessment of the children's learning will be valued equally indoors and outdoors and should be part of the same process. Emphasis will be placed on the children taking the lead in their learning outdoors with staff intervening to help the children to progress. Next steps in the children's learning will be identified and used as a basis for future planning.

Managing the delivery of Outdoor Learning

Through the monitoring of teaching and learning e.g. forward planning meetings, classroom observation, children's reflections, teacher's self evaluations, summative assessment records and other school procedures we closely monitor the use of outdoor learning as a key element of the learning experience at Neville's Cross Primary School.

Professional Development

We provide support and professional development to enable staff to feel confident developing the expertise or knowledge base to adapt their practice to include opportunities for learning beyond the confines of the classroom.

Our Commitment to Outdoor Learning

We continue to explore opportunities to develop our Forest School area which provides the children with the opportunity to explore and build their skills within the school grounds. Staff are encouraged to use outdoor learning more widely within everyday practice.

Pupils have the opportunity to visit local woods e.g. Baxter Wood and the River Brownney as part of our curriculum.

We advocate that the pace of learning can be enhanced by using the outdoors and that children who may find the classroom too constraining will perform and behave better outdoors, reducing the time spent on explanation and behaviour management. There is clear evidence that boys in particular, are more active in their learning in an outdoor environment.

The school will communicate the benefits to parents and the wider community of outdoor learning so that there is a greater understanding of its value and importance and provide a greater awareness of the safety standards the school adopts.

Where does our Outdoor Learning takes place?

The school grounds

We are exceptionally lucky to have extensive grounds which offer excellent opportunities for both formal and informal learning and play.

School buildings

These can also provide a useful resource for learning about energy use and waste.

The local environment

The locality around school harbours a wealth of opportunities within relatively accessible walking distance. Learners can develop their skills to explore their local environment.

Places further afield

We actively encourage teachers to plan opportunities for children to engage in learning beyond the school grounds. Each year group is encouraged to partake in educational visits which complement and extend learning.

These are planned into all aspects of the curriculum and, by taking learners beyond their familiar environment, stimulate their curiosity and imagination and motivate children in a powerful way. Places visited include Saltburn, Beamish, Durham Botanic Gardens, Hall Hill Farm, Wharton Park, Hardwick Park.

Residential Experiences

Staying away from home is a powerful way of developing key life skills, building confidence, self esteem, communication and team working.

Our Year 3 children have the opportunity to spend one night camping on our school field giving many of the children their first experience of staying away from home.

In Year 4 the children are given the opportunity to spend one night away from home at Dukeshouse Wood near Hexham which provides the opportunity to try out more adventurous activities.

In Year 5 the children are given the opportunity to stay at outdoor and adventure centres such as Robin Wood, which provide the children with an opportunity to widen their range of experiences and find new skills and interests in which they may excel.

In Year 6 the children are given the opportunity to take part in an Outward Bound experience in the Lake District giving the opportunity to further develop skills developed at an adventure centre in a new environment.

Equal Opportunities

All pupils, regardless of ability, ethnicity, gender, sexual orientation, disability, age or social circumstances have equal opportunities to take part in a variety of outdoor learning activities whilst at school. This will involve teachers stating within the MTP and STP any difficulties that a child may face, as well as how they will prevent these. All learning opportunities will be matched to suit the needs of the child and take into account their Individual Education Plan, where necessary.

We recognise that, in all classes, children have a wide range of abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- providing resources of different complexity, matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children;
- grouping children in mixed ability groups encouraging children to work together and peer mentor.

SEN Provision

Outdoor learning can also overlap with the teaching of life skills. Our outdoor curriculum gives children the opportunity to problem solve and develop skills in a less formal setting. Activities are often open ended giving all children a chance to succeed and support is given to children where it is needed. Children are encouraged to work together to help each other to develop skills and additional staff support may be provided to enable children with SEN to experience the same as their peers.



Forest School Handbook



Forest Schools Lead / Coordinator: Fiona Bell

Policy reviewed: February 2023

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What is Forest School?

The Forest School movement originated in Denmark. It has been an integral part of Early years education since the 1980's when it was introduced as part of an expansion of nursery provision. It is based on the idea that young children can develop enthusiasm for education through the appreciation of nature. In Denmark, Forest schools have found to boost pupils' confidence and improved their behaviour and social skills. Forest school is holistic learning through play and exploration, children learn about the environment, how to handle risks and use their initiative to solve problems and to co-operate with others.

Where?

Our Forest school site is out located in woodlands on the corner of our school field within our school grounds:

(See Ecological Assessments in Appendix).

The site is owned by Durham County Council but within our school grounds, so we have constant access.

Who?

The Forest School leader at present is: Fiona Bell

Mission statement:

Through weekly visits to our Forest schools site every child will access learning and development within the natural world around them. Every child will succeed through inspirational, stimulating, hands on experiences, developing their self-esteem, confidence and responsibility.

Forest School Code of Conduct

Children will always be made aware of how far they can explore before a session begins. If we are unable to see all the children, shout '1, 2, 3, where are you?' The child should reply '1, 2, 3, I'm here.' This will have been introduced to through a game and practised many times.

Picking up and playing with sticks.

Children will be allowed to carry sticks shorter than their arm's length but made sure they think about how close they are to other children. Longer sticks can be dragged or carried with a child at both ends. Sticks must not be thrown, nor should children be allowed to pull them from living trees.

Tree climbing

When risk assessment carried out before session areas below climbing trees must be checked for sharp objects and the tree checked for loose branches. Children are not to climb higher than an adults arm length or chest height. (This will be taught). Unsafe or tempting trees can be marked with a hazard tape.

Rope and string use

Children will be encouraged to connect and transport materials but prevented from tying up other children or themselves! If a child has a good idea and wants, for example, to try and build a rope swing do help them and use the opportunity to model appropriate knot tying.

All string and rope must be collected up at the end of the session.

Carrying and transporting materials

The children should be encouraged to roll, lift, drag and pull materials either by hand or using ropes. The safe way to lift, by bending your knees and keeping your back straight should be modelled by all adults. Heavier objects will be rolled, dragged or carried by more people.

Digging

There will be a designated area for digging. Children will be shown how to look after the tools. Children will be shown how to look carefully for insects and their habitats and look after them when they have found them.

Toileting

Children will always use the toilet before leaving school and going to the woodland site. However, in the case of an emergency we have a designated toilet shed in the woodland area which has a portable toilet. If we are in the woodland area a member of staff will always go to the toilet with a child for support.

Eating and Drinking

Children will be taught not to eat anything found in the woods through 'stop, no pick, no lick'. We will discuss this together so that children are secure in their knowledge. If we take drinks or snacks outside we will ensure children use wipes to clean their hands before eating their snack or drinking.

Fire circle

At our forest schools site we have a fire circle with a fire wok in the middle (5 metres in diameter). Children will be seated on individual log stumps 2 metres from the fire. There must be no running within the fire area and anything being carried must be placed on the ground behind the seating. We then step over the logs to sit down. The fire is never left unattended at any time and an adult is always there until it is extinguished. Only 4 people are allowed in the fire circle at any one time and they have to be invited in by an adult. You must walk around the fire circle in an anti-clockwise direction and there is a designated entrance and exit to the circle. When tending to the fire you must always adopt the 'respect position' with one knee on the ground and then other for firmly on the ground. Children will be taught that before eating anything cooked on the fire they must wait at least 20 seconds before eating and must stay seated until finished.

Collecting Wood

Wood can only be collected from the ground layer of our woodland. '

Leaving the site

The site must always be left as it is found. If artefacts are made using 'found materials' these may be taken off the site and back to school. Shelters should normally be demolished and imported materials taken back into school at the end of each session.

Forest School Rules

- Look after your Forest School
- Do not pick anything growing
- Do not put your fingers or anything else in your mouth
- Stay within the boundaries marked, 'we don't go over it and we don't go under it'.
- Stay outside of the fire circle.
- Look above, below and around for hazards.

Travelling / Walking to and from the Forest

Forest schools takes place every Friday afternoon (unless otherwise informed). The children will get changed after lunch into the correct clothing and footwear with the support of the class teacher.

Children have forest school partners which remain the same each week for the walk to and from the forest. A minimum of 2 adults will accompany the children to and from the forest school area and remain on site throughout the entire session.

In case of an emergency the adults must contact the school immediately or contact the appropriate emergency services, giving them details of location and grid reference.

The school travel Policy should be adhered to at all times if the children were to be leaving the school.

Forest School Routines

Procedures to be carried out before each session

- A through sweep of the site will be done half termly and then before each session to check for litter, glass, animal faeces, etc. Any such items should be collected using disposable gloves and a plastic bag.
- At the same time boundary ropes, fences, gates and hedges should be checked to ensure that they are secure and safe.
- Trees should be checked for any broken or dead branches which may fall.
- Checks should be made that no dead twigs, etc. protruding at eye-level from bushes etc.
- Check weather conditions, if it is unduly windy or a thunder storm is imminent or has commenced. Then it is not advisable to carry out a Forest school session.

Procedures to be carried out at the end of each session.

- Clear away everything.
- Ensure if used that the fire is completely extinguished, wok taken down and packed into the trolley.
- Count all the tools back into the storage bags and boxes.
- Count children and adults and ensure that all are accounted for.
- Collect any assessment sheets or observations from adults. Discuss next steps/ideas with adults back at school site present.

Insurance

The children Act 2004 and the Health and Safety Work Act 1974 place a number of legal responsibilities on the school. The school has insurance cover appropriate to its duties under this legislation, including Employer's and Public Liability Insurance. Responsibility will in most cases rest with the school but staff will take reasonable care, both for themselves and other people who may be affected by their acts or omissions at work. (Copy of school insurance in appendix)

Health and Safety

Neville's Cross Primary School sets out a clear statement of intent regarding the schools' approach to the health and safety of the children, staff and visitors to the school. The following list is additional measures relating directly to Forest School sessions.

1. However many adults accompany Forest School sessions the person in charge is always the Forest School Leader.
2. The Forest School Leader has overall duty of care for the children in his/her charge, but all adults are required to take all reasonable steps to ensure children are safe.
3. All adult helpers must read this handbook and appropriate risk assessments and understand and agree to comply with the general operating procedures for Forest School.
4. The Forest School Leader or assistant will carry a first aid kit and Emergency bag. The emergency bag will contain:
 - Essential survival equipment
 - Contact list for each child undertaking activities
5. The Forest School leader will always carry a mobile in the case of an emergency.
6. In the event of an emergency, the Forest School leader will ensure that the school contacts the emergency services.
7. The Forest School leader will review the risk assessments before every trip to the Forest site.
8. When tools are used the Adult/child ratio will be always be 1:1 There is only one exception to this- the use of potato peelers for stick whittling.

Equal Opportunities, Inclusion and Forest School

Neville's Cross Primary School is committed to the idea that there should be equal opportunity for all. Our policies help to ensure that we promote the individuality of our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We undertake that all children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others.
- Are able to participate safely in clothing that is appropriate to their religious beliefs.
- Are taught in groupings that allow them to experience success
- Use materials that reflect a range of social and cultural backgrounds
- Have a common curriculum experience that allows for a range of different learning styles
- Are set challenging targets that allow them to succeed
- Participate fully, regardless of disabilities or medical needs.

Safeguarding Children, Confidentiality and Forest School

Neville's Cross Primary recognises its responsibilities for Child Protection and for confidentiality. The school recognises that effective Child Protection work requires sound procedures, good inter-agency cooperation and a workforce that is competent and confident in responding to child protection situations. A full copy our Safeguarding Policy is held in the school.

Emergency Incident Procedures during Forest School

- Children with minor injuries will be dealt with by Forest School Leader and if necessary go back to EYFS accompanied by adult.
- Major injuries will be dealt with by Forest School Leader. Nominated assistant will phone emergency services and then phone school. Assistant(s) will support other children bringing them back to base camp.
- Evacuation of site children will be called back to base camp (1, 2, and 3) counted and then lined up and walked back into school.
- Record full details through school incident procedure back at school.
- **Missing child.** Children will be taught 123 where are you?
 1. Search vicinity
 2. Assemble rest of children
 3. Call into school to alert and school calls police(parent/guardian)
 4. Follow school critical incident procedure.

Risk assessment guidelines and forms:

A site risk assessment will be carried out half termly and a check made before every Forest school session will take place. In addition an activity risk assessment will be in place for any activity that may require it.

The risk assessment process is as follows.

- We look for hazards
- We decide who might be harmed and how this might happen
- We evaluate the risks and decide whether the existing precautions are adequate or whether more should be done.
- We record our findings
- We review our assessments and revise them if necessary
- We inform all adults accompanying the group.
- We have a copy with us on an observation board.

Designated person responsibility: The Forest School Leader is Fiona Bell. She is a member of the teaching staff at Neville's Cross Primary School and is Lumley Class (Reception) Teacher as well as Outdoor Learning Co-ordinator. She commenced Forest School Level 3 training in June 2021 and also holds a 3 year Outdoor First Aid Certificate. Fiona Bell will carry out all role- safety sweeps, risk assessments and will plan for the sessions (so that relevant curriculum subjects can be incorporated into session). Fiona Bell and the relevant class teaching assistant will check everyone is wearing the correct clothing etc.

To ensure that the children gain the confidence, feel safe and gain maximum benefit from Forest School it is important that all Teachers and support staff, act at all times as good role-models. Fiona Bell will give staff any support they need to in turn support the children's experience. She will advise staff who and what we may be observing during Forest School. But as other lessons it is important to record any fabulous 'wow' moments of other children. All staff will have a camera/ipad. The Teaching Assistant will ensure we have any snacks or drinks and will ensure we have our tool kit with us if needed and spare clothes. Fiona Bell & the teaching assistant will each have their own Emergency bag. Fiona Bell will be responsible for carrying and issuing the medication of children who require it to and from the forest (Inhalers, EpiPens etc.).

Risk Management of Tools and Equipment

General rules for tool use:

- All tools must have additional risk assessment in the Forest Schools Folder.
- All tools to be stored in school securing, with Forest School leader having overall responsibility and access.
- Forest School Leader has responsibility and safe storage of tools at Forest School site.
- A designated area will be used for activities involving tools.
- Adults and children to sit when using tools.
- Never walk around with tools.
- Children will be taught to ensure they have 'a blood bubble' around them, when using tools.
- Tools are to be clean and sharp before use.
- Children can only use tools with Forest School Leader.

Forest School Emergency Kit

In addition to tools/resources suited to the planned activity. The Forest School leader will always take an emergency bag.

- First Aid kit
- Emergency procedures
- Medical information and emergency contact details of all in group
- Risk assessments
- Mobile phone
- Clean water
- Accident sheets
- Individual medication
- Blanket
- Wet wipes
- Tick remover
- Spare clothing
- Torch



Neville's Cross Primary School & Nursery

Policy Forest Bathing

Date of policy: November 2022

Review date: November 2024

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Forest Bathing Policy and Procedure

Introduction

At Neville's Cross Primary School, we believe that all children have the right to experience the unique and special nature of being outdoors. Forest bathing focuses on wellbeing and mental health through investigating the forest using sensory experiences. The children throughout the sessions will be encouraged to connect with the natural world.

Forest Bathing at Neville's Cross

At Neville's Cross Forest Bathing we aim to instil a love of the great outdoors and focus on children's wellbeing and mental health. Our Forest Bathing sessions take place in a woodland area within our school grounds. The area provides a perfect introduction for the children to explore and connect with nature.

Who will organise and run Forest bathing Sessions at Neville's Cross:

Sessions in Year 3 & 4 lunchtime club are planned and run by Miss Duckworth, who holds the Forest Bathing Leader Level 3 qualification. (From February 2023)

Groups will be involved in looking and listening closely, touching, smelling and tasting plants in the forest and will venture into the undergrowth and sit or lie on the forest floor. Groups may also walk barefoot, walk with eyes closed and walk backwards. They may also be involved in using fire. Groups may on occasion climb trees and make dens. The terrain may be rough with trip hazards. These experiences benefit the group by allowing them to connect with the natural world and feel 'at one' with the forest.

Safety procedures must be followed by group leaders to ensure these activities are carried out safely. Children and vulnerable adults must be supervised closely. The group leader must decide which activities are suitable for the group and the weather conditions and if activities are deemed unsuitable they will be cancelled. These procedures should be used alongside the daily risk assessment and the site risk assessment and procedures. Site risk assessments must be carried out beforehand to make sure the site is suitable for planned activities and to be aware of hazards present.

Protecting wildlife and habitats

- Protect and respect wildlife, plants and trees.
- Follow safe fire procedures.
- Make sure no litter is left on site.
- Be considerate of other site users.
- Take as little as possible from the forest.

Daily Operating Procedures

Safety Talk

A safety talk should be given prior to the activities. This safety talk should cover the following aspects –

- Arrange defined boundary for children to explore
- Ensure the participants are informed of the hazards of the session and boundaries implemented through discussing the risk assessment prior to starting the activities.
- Discuss rough terrains, hazardous plants and animals they might see in the environment. Encourage not to touch and approach.
- Ensure participants understand not to put anything in their mouths unless told to do so by a leader and wash hands before they eat.

Hygiene Procedures

An adult with a food hygiene certificate should help lead the session. Appropriate hygiene procedures should be followed throughout the session. If cooking on the fire a food preparation area should be set up prior to cooking taking place. Clean water should be available on site to ensure hands can be washed prior to touching food for both cooking and eating. Antibacterial wipes and gel will also be available to ensure hands are suitable for eating. Plates, cups and cutlery will be supplied specifically for the use of food and drinks so as not to be used during other activities.

Emergency and Serious Incident Procedures

When dealing with an emergency or serious incident the leader should ensure all participants are called back to the central point. They should then work with another adult while the leader or most suitable adult deals with the emergency or serious incident. This may mean returning the group to their setting earlier than intended.

The leader should administer first aid if required and phone emergency services or contact the appropriate authorities or external organisation to assist if needed. All participants should be kept calm throughout and any witnesses should be asked to write down their recollection of the event.

All relevant paperwork should be completed as soon after the event as possible to ensure an accurate recollection is recorded and submitted to Head teacher as soon as possible. This will then be assessed and any changes in practice advised where necessary.

All serious incidents should be reported to the Head teacher as soon as possible after the incident has occurred.

Before the session –

- Visit the site and risk assess to see if anything has changed
- Check the weather conditions to ensure they will not adversely affect the planned activities
- Check the equipment to ensure it is safe for use and pack to be transported

- Ensure appropriate adult: child/client ratios are in place so session can go ahead as planned.
- Ensure participants are informed to wear appropriate clothing for the sessions.
- Inform participants/schools to provide sun cream if the weather deems necessary.
- Take a first aid and welfare kit, whistle, mobile phone, health and safety folder with appropriate risk assessments and procedures.
- The person in charge of the group (which may be the leader or in the case of schools, the teacher) should take a group list and medical information.
- A charged mobile phone should be carried to contact emergency services.
- Check for allergies, special needs and disabilities when setting up the session.
- Check area prior to activity commencing to identify physical or health hazards and remove if practical and safe to do so or avoid.
- Staff to adhere to lone working policy and the buddy system.
- Groups must wear appropriate sturdy footwear or wellies and long trousers.
- Groups must wear or bring waterproofs, sun hats and suncream.
- Groups should bring or be provided with a mat to sit or lie on.

Foraging

- Group leaders must be confident to identify edible plants before beginning foraging.
- Participants must only taste plants or other items if given them to eat by the group leader during a set foraging session.
- Participants must be warned not to taste plants or any other item under any other circumstances.
- If a participant eats a poisonous plant or other hazardous item medical assistance should be sought.

Poisonous and hazardous plants and animals

- Group leaders must be aware of poisonous and hazardous plants and animals and warn participants as appropriate.
- Participants should be warned against touching and smelling hazardous plants and animals.
- Groups should be educated, where possible, in hazardous plants and animals.
- Dead animals should not be handled.

Boundaries

- Participants will always be made aware of how far they can explore during sessions.

Sticks.

- Children will be allowed to carry sticks shorter than their arm's length but made sure they think about how close they are to other children.
- Longer sticks can be dragged or carried with a child at both ends.

Tree climbing

- Climbing trees must be checked for sharp objects and the tree checked for loose branches.
- Participants are not to climb higher than an adults arm length or chest height.
- Unsafe trees can be marked with a hazard tape.

Fire

- Refer to separate fire procedures.

Den building

- Refer to separate den building procedure.