



Pudding Club

forest school for grown-ups



Forest School for grown-ups. A handbook for participants

www.natureoflearning.co.uk

Photo: our first Pudding Club evening, October 2026

Statement of Ownership

This handbook has been adapted and compiled by Paul Allington. It sets out the policies, procedures and ethos under which Nature of Learning Forest School, our Forest School programme for adults, is run. It is adapted from the Nature of Learning Forest School Handbook (v1.3, June 2026) written by Sarah Allington, which continues to govern our sessions for children and families.

The contents of this handbook are reviewed and updated annually, or sooner if changes in legislation, guidance or our practice make this necessary. Any major revisions are recorded in the table below.

Version	Date	Summary of changes	Signed (author)
1.0	September 2026	First edition. Adapted for adult sessions from the Nature of Learning Forest School Handbook v1.3 (June 2026).	

Author / Forest School Leader: Paul Allington

Signature:



Original Author (Adapted with permission): Sarah Allington

Signature:



Date: _____ **October 2026** _____

Some procedures, risk assessments and tool guidance in this handbook have been adapted from materials shared by fellow trainees on the Forest School Level 3 course. Where this is the case the original author is credited within the relevant document. The structure of this handbook, and much of its content on site, fire, tools, food and environmental practice, is adapted with permission from the Nature of Learning Forest School Handbook by Sarah Allington.

Signing Page – Acknowledgement

This page is to be signed by the Forest School leader, all regular volunteers, and every participant before their first Nature of Learning Forest School session. Signing confirms that you have read this handbook, that you understand what the sessions involve including the use of fire and bladed tools after dark, and that you agree to the group agreement set out in it.

Name	Role (participant / volunteer / leader)	Signature	Date

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What is Forest School?

The Forest School ethos supports people of any age to develop self-esteem, independence and confidence through self-directed activity outdoors in nature. Forest School takes a holistic approach to learning and development, offering a mixture of problem-solving and creativity alongside more specific bushcraft skills such as whittling and carving, knot tying, fire lighting and tool use. Forest School is usually associated with children, but it has never been limited to them. “Pudding Club” is Forest School for grown-ups.

Participants are given time and space to explore and discover things for themselves, with a qualified leader close by to guide, to teach a skill when it is wanted, and to keep the session safe. Sessions are participant-led and unhurried. There is no agenda and nothing to achieve. Sitting by the fire doing nothing at all is a perfectly good way to spend an evening.

Forest School learning and development

Forest School is a long-term process underpinned by exploration, practical skill and supported risk-taking. Learning is led by the participant; the role of the leader is to observe, follow interests, and offer experiences and gentle interventions that help people develop new skills, knowledge and confidence. Nature of Learning Forest School runs weekly in the same woodland through every season, so what it offers builds up over months.

Through regular sessions, participants commonly report developing:

- Practical skill and confidence – competence with knives, saws, fire and cooking outdoors, and making things by hand.
- Connection with the natural world – knowledge of trees, plants, birds, weather and seasons, and a sense of belonging in one piece of woodland.
- Wellbeing – the calm that comes from slow, absorbing work with your hands, and time away from screens and hurry.
- Social connection – conversation and community with other adults, built up week by week around a fire.
- Risk awareness – the ability to identify, assess and manage real risks (fire, blades, weather, darkness, uneven ground) and to judge your own limits.
- Confidence outdoors – being warm, comfortable and capable in woodland in weather and darkness.

Activities are open-ended so that people of different ages, fitness and experience can engage at their own level. The leader models curiosity, careful use of equipment and respect for the environment, and steps back wherever it is safe to do so. You choose what you take part in.

The Forest School ethos and six principles

The Forest School ethos has six principles, reviewed in 2011 and published by the Forest School Association (<https://www.forestschoollassociation.org/what-is-forest-school/>). They are:

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

More detail on the six principles is available at: <https://www.forestschoollassociation.org/full-principles-and-criteria-for-good-practice/>

Our aim at Nature of Learning Forest School is to promote the wellbeing of adults in a safe, welcoming and stimulating outdoor environment, while staying true to all six principles in everything we do.

What we offer you

Sessions are planned around the interests and needs of the group and built upon week by week. The Forest School Leader is qualified through nationally recognised and accredited training. Earlier sessions concentrate on safety, boundaries and routines, and on allowing time for people to become comfortable and confident in the woodland, including in the dark. Tools and fire are introduced once the group is settled and the safety agreements are understood.

A typical evening runs like this. We gather at the meeting point at 6:30pm and walk in together, and there is a hot drink waiting. After that the evening is free. Most people pick up a piece of wood and a knife, some cook something over the fire, and some just sit by it. At around 8:15pm we come back to the fire circle, share the pudding, and close the session together before walking out as a group.

“Forest School is an inspirational process that offers children and young people opportunities to achieve, develop confidence and self esteem, through hands on learning experiences in a local woodland environment.”

National definition: Forest School (England) Network. Nature of Learning Forest School applies the same process with adults.

The role of the session leader

The role of the Forest School leader is to manage the site, the fire and the tools so that you can meet risk and challenge on your own terms, and to teach a skill when you want to learn one. Our sessions aim to foster a supportive, welcoming community in which everyone's contribution is valued and room is made for newcomers. We are not there to supervise you. You are an adult and the decisions are yours. We are responsible for the environment you make them in.

As Forest School facilitators we always have a flexible plan for an enjoyable and participant-centred session. We take into account and respond to people's interests, along with the changing seasons, the weather and the hours of daylight.

The management of Nature of Learning Forest School

Sarah Allington is a qualified Level 3 Forest School practitioners running a range of sessions in the Saffron Walden area. Nature of Learning Forest School, our adult programme, is led by Paul Allington, an (almost) qualified Level 3 Forest School Leader. It runs on Thursday evenings from 6:30–8:30pm in private woodland near Saffron Walden.

Who runs the session

Each Nature of Learning Forest School session is led by a qualified Level 3 Forest School Leader. There are no statutory adult-to-adult ratios of the kind that apply to children's sessions. Our staffing is decided by risk:

- Group size is capped at 15, so that the session stays small enough to be a community and so that tool use can be properly overseen. We aim for at least 8 regular adults so there are enough for a community to form.
- Tool use is taught on a 1:1 basis. Tools are kept in suitable containers in one designated spot. Tools are given out for a purpose, and all adults model their correct use, storage and transportation at all times. Once taught and competent, participants use tools independently within sight of the leader. We use tools in a safe space, away from where people are moving through, and only walking is permitted when carrying them. The blade or working end is always pointed away from the body, and a clear 'blood bubble' (an arm's length plus tool length, 360°) is maintained around the user. Tools are counted out and counted back in at the end of every session.
- A second adult is usually present. See also our lone working arrangements in the Health and Safety section.
- The leader holds a current 16-hour Outdoor First Aid certificate, Level 2 Food Hygiene certification, safeguarding adults training, and an enhanced DBS check.

Staffing is increased where the evening calls for it: a larger group, a new group being introduced to knives, or a session with more cooking than usual.

Session information

Nature of Learning Forest School runs on Thursday evenings, 6:30–8:30pm, in private woodland near Saffron Walden. Details are on our website at www.natureoflearning.co.uk/pudding-club, and updates are posted on our Facebook page (Nature of Learning Forest School). We recommend following it, as that is where cancellations are announced.

To book a session parents can either email sarah@natureoflearning.co.uk or use our booking site <https://bookwhen.com/natureoflearning>. When booking you will need to provide contact details, name, age of participant, an emergency contact number and details of any further dietary, medical or behavioural needs.

Where we meet

For sessions at our main site in Ashdon we meet at the large gate to All Saints Church and take the short walk down the public footpath to the entrance to our woodland. The fence on the way down to the site does have barbed wire in places and we remind participants to take care of themselves and each other. The walk to the site is included in our risk assessment for sessions. For other sites, specific risk assessments are written and updated according to the individual features of the site.

Getting to and from the site

You make your own way to and from Nature of Learning Forest School . We do not provide transport.

From the meeting point we walk down to the woodland together as a group, and at the end of the evening we walk back out together. Please stay with the group for both. For much of the year both walks are in full darkness and the path is uneven. A head torch is essential. A phone torch will not do, because you need both hands free.

If you need to leave early, or arrive late, please tell the leader in advance so that we know where you are and can walk you in or out. If you would rather not walk the path alone in the dark, say so and one of us will come with you.

Nature of Learning Forest School policies

What to wear and what to bring

“There is no such thing as bad weather, just unsuitable clothing!”

Coming properly dressed makes all the difference to how much you get out of a session. It can be hard to predict just how many layers you will need, but it is always colder in the shaded woods. Please see below for our recommendations. Please also expect to get muddy, so do not wear your best clothes.

Head torch

- Essential from autumn through to spring, and worth having year-round.
- A head torch, not a phone torch. You need both hands free for tools, for the fire and for the walk in and out.

- Check the batteries before you set off.

Layers

- THE best way to keep warm.
- Add more than you think you will need (we can always remove a layer but once cold, it can be hard to warm up).

Waterproof trousers

- Essential!
- Standard 'thin' pair in summer for protection.
- Ski trousers ideal in winter, or an extra layer under trousers.

Trousers

- Full length for protection.
- Extra pair of leggings/tights/thermals under normal trousers in cold weather.

Warm socks

- Wellies get very cold!
- Extra pair of wool/fleece/fluffy socks inside wellies (normal socks in wellies are not warm enough for cooler weather).

Waterproof coat

- Preferably with a hood.
- Thick and warm in winter (or use an extra fleece layer).

Warm hat

- Preferably covering ears.

Mittens / gloves

- Thermal and waterproof. Knitted gloves get damp and do not keep hands warm enough during the colder months. You will want them off for carving, so choose something easy to remove.

Tops

- ALWAYS long sleeves (to minimise risk from stinging nettles, biting insects etc.).
- At least 3 layers under coat in winter (e.g. base layer, top, warm jumper and coat).

Waterproof boots

- Wellies are essential! Alternatives include snow boots and walking boots.

Personal Protective Equipment (PPE) provided by Nature of Learning

- Cut-resistant gloves (Class 5) are provided for anyone using bladed tools. Tool-specific gloves are also worn by the leader when teaching tool use.
- Leather work gloves are available for handling rough wood, brambles or hot pans.

- Safety goggles are available for activities that risk flying debris (hammering, splitting wood).
- Heat-resistant gloves and a fire blanket are kept in the fire kit; a metal pan-grab is used to lift hot pans from the fire.
- Spare waterproof trousers, waterproof jackets and warm hats and head torches are kept on site for anyone who arrives without them.

Please note: in summer, wellies, waterproof trousers and light long sleeves are still essential to protect from thorns, nettles, ticks and insect bites. Please also bring a sun hat in hot weather, particularly for the walk to and from the site.

Sessions after dark

From roughly October to March, all or most of a Pudding Club session happens in darkness. It changes how we run the evening.

- Everyone will need a head torch. We will carry spares, but not many.
- We will walk in as a group at the start and out as a group at the end. Please stay with the group for both.
- The working area is lit with some lanterns and string lights. Carving and tool use only happen where there is enough light to see properly. If we cannot light the area adequately on a given evening, we do not use bladed tools that evening.
- It is harder to see in the dark! Move slowly, and give the fire and anyone using a tool a bit more space than in the daylight.
- If you leave the fire circle, for the toilet or to go back to your car, tell someone, take a torch and your whistle, and ask for company if you would prefer it. Everyone is given a whistle at the start of the evening. If you need help while you are away from the circle, blow it and one of us will come to you. Three long blasts from the log circle means come straight back to it.

Toileting

We have an outdoor composting 'tree bog' toilet on site, which everyone is welcome to use.

It is a short walk from the fire circle, it is not lit, and it requires a step up, so take a torch. The leader will show you where it is and how it works at your first session. It is not accessible to wheelchair users. Please tell someone before you head off.

Ticks

The Forest School does have a local population of deer visitors and so ticks may be present. We recommend checking yourself for ticks after each Forest School session. They appear like small pin-heads on the skin, dark brown or grey in colour, and may grow to the size of a small wart. The safest way to remove them is to use a tick twister; we have one in our first-aid kit and they can be bought from the local vets for a small charge.

Dogs on site

Despite the sessions being held on predominantly private land, occasionally dogs may appear on the site. Participants are asked not to approach unknown dogs. The Forest School leader will approach the dog, request the owner puts the dog on a lead, and ask them to keep it on the lead while walking nearby during sessions.

Uninvited guests on site

The main site at Ashdon is private land, however there are public footpaths surrounding the site and occasionally walkers get lost. The Forest School leader, will approach the uninvited guest and explain that there is a Forest School session in progress and ask them to leave the site. If they refuse or become aggressive or abusive, the police will be called.

Use of fire at Nature of Learning Forest School

Why we use fire at Forest School

Fire is a central and meaningful part of Forest School practice. Used safely, with respect and clear agreements, fire offers a wealth of opportunities that no other activity quite matches:

- It offers a real, tangible experience of risk to assess and manage for yourself.
- It is a powerful focus for community: gathering around the fire to share food, stories and conversation builds connection and a sense of belonging.
- It supports practical learning: fuel and materials, laying and lighting, managing a fire for cooking, and putting it out properly.
- It introduces a key bushcraft and life skill, and connects us to a long human tradition of cooking, warming and gathering around fire.
- It enables campfire cooking – a sensory, hands-on experience.
- Practical fire safety experience builds genuine confidence; people who have learned to behave safely around fire are safer everywhere.

We aim to ensure that everyone at a session with a fire is as safe as reasonably possible. The fire is lit by the leader at the start of the evening (or a participant under the supervision of a leader). We have a specific Benefit-Risk Assessment for the use of fire which sets out the full procedure.

Our fire safety agreements, which we go through at your first session and revisit whenever there is someone new:

- Walk – never run – around the fire circle.
- Enter the fire circle by stepping over the logs at the marked entrance, never by jumping in.
- Care is taken with anything that goes into the fire. Not leaves and no rubbish.
- Long hair tied back, scarves and loose clothing kept clear of the flames.
- Always tell the leader if you feel too hot or too close to the fire.

- The leader extinguishes the fire at the end of the evening and confirms it is cold before we leave.

Equipment

- Water container and sand bucket are kept beside the fire pit at all times when a fire is lit.
- First-aid kit (with burns dressings) is within arm's reach of the leader.
- Fire blanket, heat-resistant gloves and pan-grab are kept in the fire kit.
- All fires are extinguished completely (cold to the touch) before leaving the site, and the ash is checked before disposal.

Food, drink and cooking on the fire

Please do not eat or pick anything growing in the woodland. Some of it is poisonous, some of it is easily confused with something that is not. If you are interested in it, talk to us.

At snack time, hands are washed with running water and mild biodegradable soap. We carry a 5-litre water container and a small drainage station (a tarp area or plant pot) so that everyone can wash with clean running water.

Most weeks people like to cook their own dinner over the fire. You bring whatever you would like to eat, and we provide the fire, the cooking equipment, the hot drinks and the pudding. There is a different pudding every week, made by us. If you would rather just have a hot drink and the pudding, that is entirely fine.

Food you bring yourself

- You are responsible for the food you bring and for cooking it through. We will happily show you how to cook something over a fire, and we will lend you a pan – but the sausages are your responsibility.
- Please bring it in a cool bag in warm weather, and take home anything you do not eat. No food waste is left on site because it attracts animals that would not otherwise come.
- Please be careful with anything containing nuts, and tell us if you have brought some, so that we can let anyone with a severe allergy know.

Food hygiene procedure

The Forest School leader holds a current Level 2 Food Hygiene certificate. The following procedure is followed for any session involving food preparation or cooking:

- Hands are washed with clean running water and biodegradable soap before food is handled and after using the toilet, blowing a nose, handling tools or touching the fire kit.
- Food is transported to site in a clean, lidded cool-bag with an ice block in warm weather. High-risk foods (dairy, cooked meats) are not used unless the cool-bag temperature can be maintained below 8 °C.
- A clean food-prep area is set up on a wipe-clean board, raised off the ground, away from the fire-laying area and away from where tools are used.

- Separate, colour-coded chopping boards and knives are used for ready-to-eat foods (green) and any raw foods (red).
- Anyone handling shared food first washes hands, tie back long hair, roll up sleeves and put on a clean apron if available.
- The ingredients of the pudding, and of anything else we provide, are known in advance and the allergens are written down.
- Because we provide food that is not pre-packed allergen information can be provided on request. If you have a serious allergy, please talk to us before the session, so we can plan the pudding around it or make you something separate.
- Cooked food is checked to be piping hot (at least 75 °C) all the way through before it is eaten – pancakes are cooked until the batter is set and golden, popcorn until popping has stopped for several seconds, damper bread until cooked through to the centre.
- Any leftover food is removed from site at the end of the session and either composted or disposed of safely. Food waste is never left on site.
- Cooking equipment is washed in hot soapy water at home and stored clean and dry between sessions.
- Drinking water is brought to site in a sealed container and only used for drinking or hand-washing.
- Any cases of food-borne illness suspected to be linked to a session would be reported to the Environmental Health Officer for Uttlesford District Council.

Boundaries

We always point out the boundaries and explain that they are for their safety – there may be unseen hazards beyond certain points. We use hazard warning tape to highlight the boundaries. Participants are asked to stay inside them.

Tree climbing

Tree climbing is not a routine part of Pudding Club, and we do not climb after dark. In daylight, in summer, if you would like to climb and the tree is suitable, talk to the leader first. We check the ground beneath for sharp objects and check the tree for loose or rotten branches, and we will point out which trees are suitable. Climb within your own limits.

Tools used at Forest School

Once it is felt that participants are settled and confident in the setting and able to adhere to safety agreements, tools can be introduced. Whittling and carving are the main activity at our adult sessions. The tools we may use at Nature of Learning Forest School are:

- Bow-saw – cutting wood for crafts and fire.
- Vegetable peelers – whittling, smoothing sticks, making mallets and toasting forks.
- Fixed-blade knife – whittling and carving (taught 1:1 before independent use).

- Hand drill (palm drill / brace and bit) – making holes in wood.
- Hammer / wooden mallet – splitting kindling, woodland crafts, driving pegs.
- Loppers and secateurs – coppice-style management, gathering kindling.
- Fire steels (ferro rods) – fire lighting.

Tool use is taught one to one. Once you have been taught and are confident, you carve independently within sight of the leader; you do not need to be supervised every time you pick up a knife. Tools are kept in one designated place and signed out for a purpose. We use them in a defined area away from the fire and away from where people are walking through, and we only ever walk while carrying them. The blade is always pointed away from the body, and a clear 'blood bubble' (an arm's length plus the tool length, all the way round) is kept around whoever is using one. Tools are counted out and counted back in at the end of every evening.

Each tool has its own written tool procedure and Benefit-Risk Assessment (see Appendices). These set out:

- The benefits and risks of using the tool.
- The competence required.
- PPE worn (typically cut-resistant gloves and, for some tools, safety goggles).
- Set-up of the tool-use area, ratio and supervision.
- How the tool is taught, used, transported, stored and maintained.
- What to do if there is an incident or near-miss.

These are available to read on request. Some procedures have been adapted from those generously shared by fellow trainees on the Forest School Level 3 course; the original author is credited within the document.

Carrying & transporting materials

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

Around the log circle

We have a permanent log circle around a fire pit in our woodland. We have safety agreements in place regarding the fire-pit area. We explain and model that the safe way to behave around the log circle is to walk around the outside and to enter the circle through the entrance or step over the logs to sit down. We always practise this as if a real fire were being lit. A fire will not be lit until our Forest School leader is satisfied that everyone understands this process.

Hot weather and summer evenings

Every care is taken to ensure that participants are not over-exposed to the sun. Our adult sessions run in the evening, so this mainly applies to the walk down in high summer.

- Participants are asked to bring a sun hat for hot evenings.
- Notice is taken of maximum exposure times during weather forecasts.
- Participants are asked to apply high-factor sunscreen before the session.
- Drinking water is available throughout and shade is used where possible, so that participants do not become overheated or dehydrated.
- In a dry summer, we may decide not to light a fire at all, or to use a much smaller one, where the ground and leaf litter are dry enough for a fire to spread. That decision is the leader's.

High winds

Wind speeds are monitored and risk is assessed according to the features of the specific site (woodland or school playground). Sessions may be cancelled due to high winds, generally where forecast or actual gusts exceed 35 mph in the woodland setting.

If you are unwell

If you are unwell, please stay at home and come next week. Two hours sitting still outdoors in the cold is not what you need when you are ill – also we are small group who share food and a kettle...

If you become unwell during a session, tell the leader. We will give first aid or care as appropriate, and help you get home. Please do not drive if you are unwell; we will help you arrange a lift or a taxi, and your car can stay where it is overnight. If something more serious happens, our first-aid trained leader will take appropriate action and call an ambulance where needed.

Medication and medical conditions

You manage your own medication. We do not store it, administer it, or ask to see it. What we do need is enough information to help you if something goes wrong.

What we ask of you

- Tell us about any condition that could need a response during a session: asthma, epilepsy, diabetes, anaphylaxis, a heart condition, a condition affecting your balance or consciousness, or anything else you think we should know.
- If you carry emergency medication (an inhaler, an adrenaline auto-injector, glucose), please bring it to every session and keep it on you rather than in a bag on the other side of the clearing. Tell us where it is and what you would want us to do.

What we will and will not do

- We will not administer medication as a matter of routine.
- In an emergency, we will help you use your own emergency medication if you ask us to and are able to tell us how, or if you have told us in advance what you would want. This includes helping you use your own adrenaline auto-injector if you are having an anaphylactic reaction.

- Routine non-prescribed medication (e.g. paracetamol, antihistamines) will not be given by Forest School staff unless prescribed.

Allergies

We will identify allergens that may be present in foodstuffs or that participants may come into contact with at Forest School and prevent contact with these materials where possible.

- Please record any allergies when booking, and give us as much detail as you can about how severe it is and what a reaction looks like.
- Participants are asked not to eat or pick anything in the woodland.
- All snack food provided by Forest School takes into consideration any allergies that a participant might have; if necessary, we will exclude nuts or other allergens from the setting, so please discuss this with us.
- If you have been prescribed an adrenaline auto-injector, please bring it to every session and keep it on you. Other participants bring their own food to cook, so we cannot guarantee a site free of any particular allergen.

First Aid

The Forest School leader holds a current 16-hour Outdoor First Aid certificate. A first-aid kit is carried by the leader at all times during the session and a second, larger kit is kept in the on-site shed. Contents are checked before every session. The leader carries a charged mobile phone, kept switched on throughout, and the signal is checked at the start of each session.

Procedure for dealing with a first aid incident

- The first adult on the scene calls the Forest School leader and uses the emergency whistle to call everyone to the log circle.
- The area is made safe – any tools, fire or other hazard is dealt with first; other people are moved away from the casualty.
- A head count is taken and the second adult takes responsibility for the rest of the group, keeping them calm and away from the incident.
- The first-aid trained leader assesses the casualty using DR ABC (Danger, Response, Airway, Breathing, Circulation) and gives appropriate first-aid treatment from the kit.
- If the injury is minor (small cut, graze, bump, sting) it is treated on site. The leader checks for an allergic reaction (especially to plasters) before applying dressings.
- If the injury is more serious (suspected fracture, head injury with loss of consciousness, severe bleeding, breathing difficulty, anaphylaxis, severe burn), 999 is called immediately. Grid reference CB10 2HG (52.049820, 0.308135 / what3words pigtails.charcoal.horses) is given to the operator, and an adult is sent to the meeting point to direct the emergency vehicle.
- The casualty is kept warm, talked to and monitored continuously. A record is made of any change in their condition, what was administered, and at what time.

- The parent/emergency contact is informed as soon as is practicable (immediately for any incident requiring outside medical attention, at pick-up for minor incidents).
- After the incident an Accident / Incident Report Form is completed by the leader. Any RIDDOR-reportable injury (death, specified injury, over-7-day incapacitation, dangerous occurrence) is reported to the Health and Safety Executive within the required timescales.
- The incident is reviewed by the Forest School leader to identify whether the risk assessment, procedures or first-aid kit need updating.

First-aid box contents include (but are not limited to): assorted plasters (including hypoallergenic), sterile gauze pads and dressings, micropore tape, crepe bandages and triangular bandages, foil blanket, saline pods, antiseptic wipes, burns dressings, tick twister, splinter probe and tweezers, disposable gloves, resuscitation face shield, scissors, accident report forms and a pen, and a basic first-aid guide. A separate 'grab bag' holds emergency contact lists and the medication record sheet.

Equality within Forest School

Nature of Learning Forest School is committed to equal opportunities and to providing an environment in which people feel equally valued. We promote the individuality of all, irrespective of ethnicity, age, disability, gender, gender identity, sexual orientation, religion or background. We will not tolerate discriminatory language or behaviour from anyone, and any incident will be addressed promptly and recorded.

We will adapt activities to ensure everyone can participate. Where necessary we will seek expert advice to allow us to fully support participants with additional needs of any nature. Please talk to us before your first session if uneven ground, unlit paths or sitting on a low log for two hours would be difficult.

Where possible, we keep spare sets of waterproof clothing to ensure that bad weather and the cost of equipment are not a barrier to taking part.

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

- Everyone involved in Forest School is briefed on health and safety and the risk assessment of sites and activities.
- Forest School leaders and volunteers are aware of the relevant policies and ensure that they adhere to the guidance contained in them.
- The Forest School leader holds a DBS check at the level available for this work; see the safeguarding section for what that is and why.

Safeguarding adults

General principles

Everyone at Nature of Learning Forest School has the right to be safe, to be treated with dignity, and to make their own decisions about their own life. Safeguarding adults works differently from safeguarding children, and the difference matters: an adult with capacity is entitled to make their own decisions, including ones we think are unwise. We do not overrule people and we do not go over their heads unless the law requires it. Our general principles are:

- Boundaries are explained at your first session and are clearly marked. We ask you not to go beyond them, particularly after dark.
- If someone unknown arrives on site, the leader deals with it. Please do not approach them yourself.
- We follow the six safeguarding adults principles set out under the Care Act 2014: empowerment, prevention, proportionality, protection, partnership and accountability.
- We work to the Mental Capacity Act 2005, which presumes that every adult has capacity to make their own decisions unless established otherwise, and that an unwise decision is not evidence of a lack of capacity.
- Leaders and volunteers avoid being alone with a participant out of sight of others without good reason. Where it happens, for example walking someone to the toilet in the dark, it is at your request and we say where we are going.
- Everyone leading or volunteering at Nature of Learning Forest School receives a safeguarding adults induction.
- We are not supervising you. We keep track of who is on site, we take head counts, and we make sure nobody is left behind in the dark, but the decisions you make about your own risk are yours.
- We ask before any physical contact, including a steadying hand while teaching a grip, and including first aid wherever it is possible to ask.

What we mean by an adult at risk

The Care Act defines an adult at risk as someone who has care and support needs, is experiencing or at risk of abuse or neglect, and as a result of those needs is unable to protect themselves from it. Abuse can be physical, sexual, psychological, financial, discriminatory or organisational, and includes domestic abuse, coercive control, modern slavery, self-neglect and neglect by others.

Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) for Nature of Learning Forest School is Sarah Allington, who has completed accredited safeguarding training. The deputy DSL is Hev Nedzynski. Any safeguarding concern should be reported to the DSL as soon as possible (and in any case within 24 hours). The DSL is responsible for liaising with external agencies.

If you tell us something

If you disclose something that suggests you or someone else is at risk of harm, this is what we will do:

- Listen, and not react. We will not interrupt, judge, or look shocked, and we will not ask leading questions.
- Not promise secrecy, but not go behind your back either. We will tell you what we think should happen next and ask you what you want to happen.
- Seek your consent before making any referral. Where you have capacity to make that decision, it is yours. If you say no, in almost all cases we will respect it, tell you how to get help if you change your mind, and record the conversation.
- Override that only where someone else, including a child, is at risk; where a criminal offence may have been committed; where there is coercion meaning your refusal may not be freely given; or where you lack capacity to make the decision. If we do, we will tell you so and why, unless that would put someone in danger.
- Record it the same day, in your words wherever possible, with the date, time, who was present and what was said. Records are kept securely and separately and shared only with those who need to know.
- Not discuss it with other participants or volunteers.
- Refer to Essex Adult Social Care where a referral is needed. If someone is in immediate danger we call 999.
- Keep all safeguarding records in a separate, secure place, shared only with those who need to see them.

Concerns about a leader or volunteer

If you have a concern about the conduct of anyone running or helping at Nature of Learning Forest School, please raise it with the DSL directly or in writing to sarah@natureoflearning.co.uk. Then:

- The concern is reported immediately to the DSL, or to the deputy if it concerns the DSL.
- The person concerned will be asked to step back from sessions while it is looked into.
- All actions, conversations and decisions are recorded in writing and kept securely.

Under-18s

Nature of Learning Forest School is an 18+. Nature of Learning runs sessions for children and families separately.

Risk management and risk assessment

Our Benefit-Risk Assessment (BRA) procedure ensures that everyone at Forest School remain as safe as reasonably possible, while allowing participants to experience some degree of appropriate 'risk', which is important for their learning, development and enjoyment. We plan our activities and write

our BRAs taking into account the benefits of the activity for participants. Our BRAs are working documents and a copy is available on site during sessions.

The four types of risk assessment we use

Risk assessment at Forest School happens at four different levels. Together, these four types of assessment build a layered picture of risk that protects participants while keeping the experience open and exploratory.

1. Site risk assessment

This is a written, document-based assessment of each site we use. It is completed before we run any sessions on a site and reviewed at least annually, and again whenever the site or its surroundings change significantly (storm damage, new neighbours, change of land use). It identifies the fixed features of the site and the foreseeable hazards associated with them: trees and overhead branches, water, slopes, fences, neighbouring land use, public access, the route in and out, mobile phone signal, the location of the nearest A&E and the grid reference for emergency services. For each hazard it records who could be harmed, the existing controls and any further actions required.

2. Activity (Benefit-Risk) assessment

Each activity that may take place during a session has its own written Benefit-Risk Assessment. We use the benefit-risk approach because the benefits of an activity matter as much as the risks: an activity is only worth running if its benefits to participants justify the residual risk after controls. Each Activity BRA records the purpose and benefits of the activity, the foreseeable risks, who is at risk, the control measures (including PPE, ratios, set-up, training and supervision), the actions to be taken if the controls fail, and the maximum acceptable conditions (group size, weather, available light). Activity BRAs are reviewed annually and after any significant incident or near-miss.

3. Daily site check

Before every single session, the Forest School leader walks the site and the route in/out and completes a daily site check. This is a short written record that confirms there are no new hazards (fallen branches, unsafe trees after wind, broken glass, animal carcasses, evidence of intruders, damage to the fire pit or shelter, blocked access, ice on paths). Any new hazards are removed if it is safe to do so, or the activity area is moved or the session adapted. The daily site check is signed and dated and kept in the on-site folder.

4. Dynamic risk assessment

During every session, the Forest School leader and other adults are continuously assessing risk in real time – this is dynamic risk assessment. It is the on-the-spot judgement that allows us to say ‘yes’ to a participant who wants to climb a particular tree, build a den somewhere new, or try a new use for a tool, even though that exact activity is not covered by an existing written assessment. The leader considers: what are the benefits, what are the foreseeable risks, what controls can be put in place straight away (where, with whom, with what supervision and PPE), and what the leader will do if it goes wrong. If the residual risk is too high, the activity does not go ahead and an alternative is

offered. Significant dynamic decisions are recorded in the session notes and may then be written up as a new Activity BRA before the next session.

Health and Safety

The health and safety of all participants is central to everything we do within a Forest School programme. We encourage participants to play an active part in undertaking risk assessments in the language we use and the discussions we have. The ethos of Forest School instils the ability to take measured risks and to carefully consider the repercussions of our actions.

All our Forest School leaders are fully trained in risk assessment and emergency outdoor first aid. Risk assessments are maintained and evaluated at regular intervals throughout the year. Our site is assessed seasonally, prior to every session, and risk assessments for activities are completed and available as working documents for use by all staff and volunteers; we keep first-aid equipment at the site. Any accidents that occur are dealt with by a qualified first aider and recorded appropriately in the app. The first-aid box is located in the red safety bag, with a second in the large shed; treatment is carried out by a Forest School leader (trained in outdoor first aid) who then records it on the accident form. The contents of the first-aid kit are maintained by the Forest School leader.

Any accidents or incidents are investigated by the Forest School leader and information that is gathered is used to inform future risk assessment and policy making. The Forest School leader/s carry a charged mobile phone which remains switched on throughout the session. The mobile phone signal is checked at the start of each session.

Some of the activities participants may take part in are 'higher-risk' activities (such as tree climbing, low ropes, campfire cooking or tool use); these are done under controlled conditions with close supervision and are only available once a participant has a good understanding of the risks and benefits and is able to adhere to safety agreements. Participants are encouraged and supported in recognising and managing risk for themselves.

Emergency and Incident procedure

The following procedure is followed in the case of any emergency situation:

- Forest School leader alerted.
- Secure safety of whole group from further danger and stop all activities.
- Call together the group promptly (using emergency whistle).
- First Aider attends to any casualties with Forest School leader / parent helper / volunteer as appropriate, with regard for maintenance of required supervision ratios for the rest of the group.
- A record of changes in casualties' condition and anything administered is made if possible.
- Emergency services are contacted as necessary, ideally by an adult helper. Charged mobile phones are carried by Forest School leaders.
- Despatch an adult to meet the emergency vehicle at the entrance where possible/necessary.

- Give grid references to the 999 operator: CB10 2HG (52.049820, 0.308135) or what3words pigtails.charcoal.horses
- Inform emergency contacts as soon as practicable after the incident if not present at the session.
- Safety of the rest of the group is maintained by the remaining staff and adults away from the scene of the incident if possible. Staff/volunteers return children to the Church Yard and contact parents to collect children if necessary; if parents are in attendance, they can take the children home.
- Incident report is written by the Forest School leader and/or the First aid/Incident form completed. Children's safety is maintained as the highest priority at all times.

In the unlikely event of a child going missing, our missing child procedure (below) is followed.

If the Forest School leader is taken ill or injured

Where a second leader is present, they give first aid, end the session and ask everyone to leave the site. Where the leader is alone, participants should: call 999 and give the site location from the emergency card in the first-aid kit; send someone to the road with a torch to meet the ambulance; give first aid if trained and willing; make the fire safe by covering it with the water kept beside it; call the leader's emergency contact, whose number is on the same card; and leave the site together rather than singly.

Our group agreement

Pudding Club works because of how people are with each other. This is our group agreement rather than a set of rules imposed on you: if something here is not working please say so and we will change it. We will go through it at your first session and revisit it whenever there is someone new.

We aim for a session that develops in everyone:

- a recognition that all behaviour is a form of communication;
- self-esteem, independence and the motivation to learn;
- an awareness of, respect and care for self, for other individuals and for the natural environment;
- an understanding of the value of collaborative behaviour;
- the confidence and ability to meet risk while feeling supported to remain safe;
- a recognition of, and sense of pride in, individual strengths and achievements.

The Forest School environment is, by natural design and planned intention through the Forest School Principles, an environment that offers greater freedom through the avoidance of unnecessary rules and boundaries, with a primary focus on keeping ourselves and others safe, in an atmosphere of mutual acceptance and respect.

Our Forest School Leaders will:

- agree necessary and appropriate boundaries with all participants, in line with risk assessments and appropriate policies, and ensure participants are reminded of these at the start of each session and additionally as required;
- lead by example, ensuring safety and learning through care, respect and positivity;
- create a positive environment which encourages and reinforces caring, nurturing and respectful behaviour between all participants as well as towards the natural environment and equipment;
- promote and foster effective relationships through observation and interaction, in which all are accepted, valued and treated fairly;
- be mindful of the need to maintain safety at all times;
- place the needs of participants, including preferred learning styles and social, emotional and behavioural needs, at the centre of the Forest School experience to maximise individual success and promote positive outcomes;
- give specific feedback and praise to participants when demonstrating positive attitudes and behaviour, to promote understanding of the ethos and to encourage self-regulation through self-awareness.

Our Forest School practitioners embrace the motto “presume a cause”: in the event that a participant is exhibiting challenging behaviour we take an empathetic approach, seeking to support them and help them to feel heard and valued. We adapt our approach to suit the group, monitor closely, notice particular areas that might present a challenge for them, and pre-emptively seek to support them through it, providing a voice if appropriate.

Alcohol, drugs and smoking

Pudding Club is an alcohol-free session. We work with knives and an open fire and walk out in the dark. Please do not bring alcohol and please do not come having been drinking. If you arrive and we think you have been, we will ask you not to use tools, and depending on the situation may ask you not to stay.

Smoking and vaping: not in the fire circle or the tool area, and not while carrying a tool. Please smoke outside of the site, take any rubbish home with you.

Unkindness

The purpose of Pudding Club is to form a supportive community. Sometimes there may well be times that things go wrong between people. If this happens, please tell the leader. The leader will listen to everyone involved and, where it is appropriate, have a conversation with the people concerned. This will not be discussed with the rest of the group.

Any aggressive or threatening behaviour will be stopped immediately. Harassment of any kind will end someone's participation. Where behaviour makes the session unsafe or makes other people unwilling to come, we will ask that person not to return, and we will tell them why in writing. It is the leader's decision.

Environmental and sustainability policy

Forest School has environmental awareness at the heart of its ethos. Wherever possible and appropriate, environmentally friendly products and recycled materials are used. Environmental good practice is modelled by adults, showing that the world we live in should be cared for. Involving participants in site checks, recycling of waste and considering how we leave our site help to support this.

We bring in materials such as logs and kindling for the fire, and remove waste and dispose of fire remains with care and consideration for the environment.

- The fire pit is in the same location to reduce our impact.
- We bring in water to reduce our ecological impact.
- We monitor the site to identify any impact we are having on the environment.
- Any rubbish is removed after each session.
- The site is rested over the summer to help with regeneration.
- We create log pile habitats to encourage insect life.
- We use biodegradable soap and minimise the use of single-use plastics in snack provision.
- We carbon-offset travel to and from sites by participating in an annual woodland-planting day.

Assessment of impact of Forest School activities

There are many ways that running a Forest School programme can affect the ecology of the site, both positive and negative. The biggest positive is the impact of fostering a love of nature in those who attend; through their knowledge and love of nature, their ecological impact can be a gentler one. This is a summary of our ecological assessment; a more detailed assessment of our site is contained within our Site Management Plan, which is available on request.

Evening sessions have an extra impact as it is a time when a lot of woodland wildlife is active. We will keep lighting low and warm, and pointed down. Noise will be kept to a minimum.

Activity	Impact	How can this be reduced/managed?
Walking, running and playing in the woods	Compacted earth and creation of pathways; reduction in biodiversity, fauna and flora growth.	Ask all attendees to tread carefully and follow the existing path where there is one. Rest areas of woodland and routes when possible.
Fire	Damage to soil or heat damage to trees; change in pH (especially if ash is left), which can be harmful to	Consider the frequency of fires; choose the position of the fire pit carefully, in areas not of ecological

Activity	Impact	How can this be reduced/managed?
	plants and cause mineral depletion. Risk of fire spreading if left or not properly extinguished.	significance, avoiding overhead branches and at distance from large trees to mitigate root damage. Dispose of ash; remain in fire pit. Extinguish thoroughly and carefully.
Cooking and eating	Litter dropping from food remains or packaging may attract animals to the site that aren't usually there.	Take all litter away with you – leave no trace. Be careful of food waste/spills and remove from site when you leave.
Collecting natural materials / deadwood	Damage to plants and habitats; loss of food for wildlife if acorns/seeds are collected and removed; damage to plants/trees if branches/leaves/flowers are removed; deadwood is an important habitat for many creatures and a bed for fungi.	Make agreements about the collecting of natural materials – limits on the number of leaves from one tree, only flowers from the ground or seeds where there are large numbers and impact will be negligible. Inform about plants and any rare or protected species. Limit collecting and picking activities.
Climbing trees	Damage to tree branches/trunk or plants on the forest floor.	Restrict to suitable trees – identify these to attendees.
Making shelters / rope swings	Trampling on flowers and plants on the forest floor; damage to trees by use of ropes; risk of breaking branches.	Ask attendees to take care when walking, especially in spring when flowers are emerging on the forest floor (e.g. bluebells). Take care when placing rope swing to minimise damage to trees and use only suitable trees that can withstand the forces.
Toilet	Used toilet paper has an ecological impact. Wet wipes contain plastic and are not provided for use at our sessions but may be brought onto site by parents and require careful disposal.	We have installed a 'tree bog' self-composting toilet on our site to reduce our ecological impact.
Recycling and waste	Litter could be a hazard to wildlife; chemicals from waste could affect the soil and damage plants. Waste materials have a negative ecological impact.	We separate our rubbish at FS into recycling, compost and landfill waste. Children are aware and we explain the benefits of recycling and which type of rubbish goes in which bucket. All types of waste are then removed from site for appropriate disposal.

Cancellation procedure

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

- Forest School leader illness.
- Severe weather conditions, including high wind.
- Any situation that poses a health and safety risk.

In the event of this situation arising:

- Cancellation decisions are made as soon as possible, and we inform participants and volunteers via the app, email and/or our Facebook page.
- Where a session is cancelled by Nature of Learning, anyone who has paid will be offered a credit for a future session or a full refund of the session fee.

We will endeavour to run Forest School sessions whenever possible; however, we reserve the right to cancel on the day, and will aim to inform everyone as soon as possible.

Confidentiality

It is our intention to respect the privacy of our participants. We aim to ensure that everyone can share their information in the confidence that it will only be used to run sessions safely and to support their welfare.

‘Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.’ Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2015).

Records and registers we keep

Nature of Learning Forest School keeps the minimum personal information necessary to run our sessions safely. This includes:

- Booking records: name and age of child, name and contact details (email, phone) of parent/carer.
- Session sign-in sheets: child name, the responsible adult on the day, an emergency contact number, any medical or dietary information disclosed for the day, photo permission for the day.
- Health information you have given us, held with your explicit consent and shown on the register so it is to hand in an emergency.
- Accident/Incident records.

- Safeguarding records (where there has been a concern).
- Photographs taken during sessions, where consent has been given.

All records are kept securely. Paper records are stored at the registered home address of the Forest School leader in a locked box. Electronic records are stored on a password-protected device with cloud backup. Records are kept for the period required by law (typically the duration of the child's attendance plus 3 years for general records, longer for safeguarding records) and then securely destroyed.

Any discussion within Forest School about a child's learning or medical conditions is kept confidential at all times. We treat any personal information you provide us, or that we obtain from you, in accordance with the UK GDPR and the Data Protection Act 2018. Under this legislation, we have a legal duty to protect any information we collect from you. You have the right to ask what information we hold about you or your child, to have it corrected if it is wrong, and to ask for it to be deleted (subject to our legal obligations to retain certain records).

For further information please see our privacy policy, which is available at www.natureoflearning.co.uk.

Use of photographs and videos

We sometimes take photographs during sessions, to show what Nature of Learning Forest School is like and for promotional reasons.

Permission to take photographs during sessions, and for these photographs to be used on social media and in marketing materials, is sought via the sign-in sheet prior to each session. Participants for whom we do not have permission to include in photographs will not be included. All photographs are stored securely and anonymously in line with our GDPR policy; if parents request that their data be removed, all photos will be deleted. Any identifiable photographs (clear photos of the front of faces) are not stored elsewhere and are subsequently deleted.

Photos may be used in promotional materials including on our website and social media sites. Names will not be given in any publication. We do not allow staff or volunteers to use their personal phones or cameras to take photos; only the dedicated Forest School camera or phone is used.

Photographs taken by participants

Please do not photograph or film anyone without asking them first and do not post a picture of another participant to social media without their explicit agreement. Assume the answer is no unless you have heard a yes.

Consents you give when you register

- That you have read this handbook and agree to take part in the activities it describes, including supported risk-taking, an open fire, bladed tools and sessions after dark.

- That the leader may seek emergency medical treatment for you if you are unable to make that decision yourself.
- That we may hold the health information you have given us, and share it with the emergency services if you need them.
- Confirmation of any allergies and dietary requirements.
- Acknowledgement of the group agreement and the cancellation arrangements.

Complaints procedure

If a parent/carer/volunteer wishes to make a complaint about any occurrences concerning Forest School, they can talk to the Forest School leader/s in the first instance. Most concerns can be resolved quickly and informally.

Where a complainant prefers to put their complaint in writing, they may email Sarah Allington at sarah@natureoflearning.co.uk. Written complaints will be acknowledged within 5 working days, investigated and a written response will be sent within 28 days.

We take complaints seriously and investigate all complaints thoroughly. Based on the findings of the investigation, the procedures, policies and risk assessments will be reviewed if appropriate.

The details will be recorded carefully by the Forest School leader (including the date and time, how the complaint was received, by whom, and the words used by the person making the complaint). The Forest School leaders will consider whether the complaint requires reporting to outside bodies. The complainant will be contacted to explain the process and the outcome of the investigation (e.g. if procedures, policies or risk assessments require reviewing, that this has been done).

If a complainant is not satisfied with the response from Nature of Learning Forest School, they may escalate their complaint to the Forest School Association (the membership body for Forest School in the UK) or, where the complaint relates to safeguarding, to the Essex Safeguarding Children Board (0345 603 7627).

Insurance

Nature of Learning Forest School holds dedicated Forest School insurance which covers:

- Public liability up to £5 million.
- Professional indemnity up to £1 million.
- Employer's liability where applicable.
- All Forest School activities described in this handbook, including fire, tool use, low-level tree climbing and campfire cooking.
- All sites named in the appendices to this handbook.

Insurance is provided by a Forest-School-specialist insurer and is renewed annually. A copy of the current Certificate of Insurance is available on request and is held in the on-site folder. Parents wishing to view the certificate before booking are welcome to do so.

All Forest School leaders are named on the policy. Volunteers acting under the supervision of a named leader are also covered.

Daily operating procedure

This is a summary of how a typical Forest School session is run, from arrival to departure. The full daily operating procedure, including timings, kit lists and roles, is held in the on-site folder.

Before the session

- Forest School leader checks the weather forecast and confirms the session is going ahead. Cancellation decisions are made and communicated as early as possible.
- Leader walks the site and the route in/out, completing the daily site check (see Risk management section).
- Fire kit, water, first-aid bag, tools (if planned), snack, sign-in sheet and emergency contact list are checked and prepared.
- Mobile phone is fully charged and signal checked.

Arrival

- Leader meets participants at the agreed meeting point at the start time. A second adult is present.
- Participants are signed in and confirm emergency contact, medical and dietary information and photo consent for the evening.
- Head count taken; the group walks together to the woodland; head count taken again on arrival.

During the session

- Boundaries and key safety agreements are revisited at the start of every session.

- Activities are introduced; participants are free to choose what they engage with within the agreed boundaries and safety agreements.
- Snack break with hand-washing, allergens checked, fire-safety agreements revisited if cooking on the fire.
- Leaders observe and record briefly to inform planning of the next session.
- Pudding!

End of the session

- Five-minute warning given. Participants help to tidy and check the site.
- Fire (if any) is fully extinguished and checked cold.
- Head count taken; group walks back to the meeting point; final head count.
- Brief debrief between leaders; daily site check / incident records completed and filed.

Appendices

The following documents accompany this handbook and are available on request, or are held in the on-site folder for participants and visitors to view during sessions. They are reviewed and updated annually, or sooner if practice or guidance changes.

- Appendix A – Communication strategy and evidence of communication with parents and the wider community.
- Appendix B – Risk assessments: Site Risk Assessment for each site, Daily Site Check pro-forma, Activity (Benefit-Risk) Assessments for all planned activities, including fire, tool use, tree climbing, campfire cooking, working in low light and rope swings.
- Appendix C – Tool procedures for each tool used at Forest School (bow-saw, vegetable peeler, fixed-blade knife, hand drill, hammer/mallet, loppers, secateurs and fire steel). Some procedures have been adapted from those generously shared by fellow Forest School Level 3 trainees; the original author is credited within each document.
- Appendix D – Site Survey and Environmental Impact Assessment for the main site at Ashdon.
- Appendix E – Site Management Plan for the main site at Ashdon.
- Appendix F – Individual Health Care Plan template, medication record sheet, accident/incident form.
- Appendix G – Certificate of Insurance and DBS certificate references.
- Appendix H – Register of DBS-checked adults working with Nature of Learning Forest School.