**Forest School Association (FSA)**

**Application Form: FSA Recognised Forest School Provider Membership**

**Completing this application form**

Please do not complete this form until you have completed your initial video consultation with us and you are familiar with the [FSA Six Principles and Criteria for Good Practice](https://forestschoolassociation.org/full-principles-and-criteria-for-good-practice/).

1. The FSA is an inclusive organisation. If you have any additional needs that make completing this form difficult or have any queries at all please discuss these during your video consultation or contact [applications@forestschoolassociation.org](mailto:applications@forestschoolassociation.org) We will do our best to accommodate your needs and support you through the process.
2. By completing this form, you are committing to providing evidence that shows you facilitate Forest School in line with all six principles and the Forest School ethos. Applications that do not meet all six principles will not become FSA Recognised Forest School Providers. Please read the guidance notes for each question carefully. The guidance notes contain the minimum we expect to see. You need to provide sufficient evidence for each and every benchmark before you submit your form. If your application is unsuccessful, you will need to pay to resubmit.
3. Your organisation or setting must have at least one Level 3 trained practitioner and we strongly recommend that Forest School practitioners have at least six months’ experience of facilitating FS before applying.
4. If special circumstances in your setting mean that you run your programme(s) in a way that does not meet all of our benchmarks, please contact us [applications@forestschoolassociation.org](mailto:applications@forestschoolassociation.org) to discuss your special circumstances before applying. The FSA wants to support settings who bring FS to all children, young people and adults with severe and complex additional needs. Some examples may include:
   * health and medical conditions that limit the time participants can spend outdoors (e.g. circulatory conditions or use of oxygen tanks)
   * participants whose individual risk assessments prevent them from using sharp utensils or tools
   * participants who may become extremely distressed at the unfamiliarity of the outdoor setting so have had a programme designed to meet their needs which builds towards spending longer periods of time in FS over many months or even years
   * Participants who are unable to sustain or keep themselves safe within the participant-led element of FS and may initially require more adult direction
5. The following resources may help you with any queries you have while completing the form:
   * [Teachable resource](https://forest-school-association.teachable.com/p/fsa-recognised-fs-provider-scheme)
   * The book, ‘Growing a Forest School From The Roots Up’. Email [applications@forestschoolassociation.org](mailto:applications@forestschoolassociation.org) to ask for your 30% discount.
6. Complete all sections of the Your Answer/File Name columns on the table. Save a copy of your completed application form as a Word document and submit it with your supporting evidence via Dropbox (see below) within 1 month of video consultation. All evidence must be submitted electronically.

**Supporting evidence**

1. You will need to submit separate documents (e.g. session plans, risk assessments, etc.) as supporting evidence and we can accept most file formats, e.g. Word, Excel, PDF or image files. Please note that wecannot accept Apple image (‘HEIC’ files) or links to online documents e.g. Google Docs. (Please download and save any Google docs or provide screenshots of web pages and send them as individual files.)
2. You can scan or photograph handwritten documents (e.g. daily site checks, session reflections). Make sure photos are taken in good light from directly above and that any content is easily readable. Only include one sheet of A4 per image, i.e. not multiple pages in one photo.
3. To submit an audio file, e.g. of your planning process, please email [applications@forestschoolassociation.org](mailto:applications@forestschoolassociation.org) to request the separate guidance document.
4. The file name for each piece of evidence must start with the question number it relates to, followed by a file name that clearly tells us what the document is, e.g. for question 13 you could share a file that is ‘13 Level 3 certificate for Josie Mills’. Applications that do not follow this convention will be returned as we cannot easily match evidence to questions.
5. Save your application form and all the correctly named evidence into a single folder and submit the single folder via Dropbox by clicking on this link: <https://www.dropbox.com/request/2mmVviTCUjxYFQZWpb0j> (If your setting’s firewall prevents you from uploading to Dropbox, you may need to submit your evidence from outside your setting or consult your setting’s IT lead.)
6. Remember to email us to advise us that you have submitted: [applications@forestschoolassociation.org](mailto:applications@forestschoolassociation.org)

**Reason for applying**

Please explain why you wish to become recognised by the FSA, your professional body. Your answer will not affect your application, but it helps us to build an understanding of our members so that we can better cater for them.

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| I wish to apply to become a Recognised Provider because … |

**Section A: Your details**

N.B. Information in shaded boxes will be shared publicly on the FSA map of Recognised Providers. See Data Protection notes at the end of this document

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| **Our Request** | **Benchmarks and Guidance** | **Your Answer/File Names** |
| 1.Name of main contact person for this application | This person must be FS Level 3 qualified. |  |
| 2. Name of organisation, school, setting. | Freelancers/ sole-traders should include your trading name. |  |
| 3. Postal address | Your position/ pin on our online map of Recognised Providers will use this address and is your address for occasional FSA communications. |  |
| 4. Telephone number | For potential interested clients to call. |  |
| Any additional phone number for us to contact you regarding your application, e.g. your personal mobile. |  |
| 5. Email address | For correspondence relating to your application. Remember to advise us if this email address changes. |  |
| 6. Website address | Your organisation’s website/webpage URL for potential clients. |  |
| 7. A copy of your organisation/ setting’s logo | Submit your logo in PNG or JPEG file format and record the file name here, e.g. *7 Logo* |  |
| 8. A summary of the Forest School experiences you offer (max 35). | This is for information for potential clients and will be shared on our online map of Recognised Providers. It is your opportunity to express the essence of what you offer in 35 words or less.  Your answer must be factual. e.g. *We offer weekly Forest School experiences to all pupils in our Reception and Year 1 classes. Sessions take place in a nearby woodland that we walk to and we have a variety of parent volunteers.* |  |
| 9. What type of provider are you? | Please check all boxes that apply. | Pre-School/Nursery  Primary/Infant/Junior School  Secondary School  Special School  Freelancer  Other  (please state) |
| 10. How many Level 3 qualified practitioners are in your organisation? | Annual membership fees will be charged depending on the size of your organisation.   1. Organisations with 1 - 4 Level 3 FS qualified practitioners = £75 per year for the organisation. 2. Organisations with more than 4 Level 3 FS qualified practitioners = £75 + £20 for each additional level 3 person, per year 3. Sole trader/freelancer = £55 per year.   N.B. Sole traders seeking recognition for Forest School provision that you facilitate with another Level 3 FS qualified practitioner freelancer, may select option ‘a’ above. | a) 1-4 Level 3 FS qualified staff  b) More than 4 Level 3 FS qualified staff  c) Sole trader/freelancer - one Level 3 FS qualified practitioner |
| 11. Names of Level 3 qualified practitioners at your setting. | Add the names of each of your Level 3 qualified FS Practitioners. Please only include those who have been facilitating FS for your organisation during the last 12 months.  If you also have Level 1 and 2 Forest School qualified staff, you may include them in your application, adding their names to question 12 below if you wish so they can become members of the FSA. |  |
| 12. Names of other staff/volunteers who wish to become full individual members of the FSA. | Your FSA Recognised FS Provider status can include membership for up to four staff/volunteers, including your Level 3 qualified practitioners named in question 11.  This means that you can also include staff/volunteers, e.g. regular helpers, who may or may not be Level 1 or 2 FS qualified, but who wish to enjoy membership of the FSA.  Please only include their names and email addresses here, you do not need to provide any further evidence. | Person 2 (name and email address)  Person 3 (name and email address)  Person 4 (name and email address) |

**Section B: Your qualified Forest School staff and planning**

Level 3 FS qualified practitioners only.

If you have more than 1 Level 3 Forest School Practitioner please copy and paste the whole table from Section B (questions 13-19) below for each practitioner.

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| **Our Request** | **Benchmarks and Guidance** | **Your Answer/File Names** |
| Name of Person 1: | Write the name as you wish it to appear on the FSA map. |  |
| 13. Forest School qualification | This must be a qualification gained face-to-face and from an FSA supported Awarding Organisation. Please check eligibility below. Include a copy of your certificate.  All Forest School qualifications awarded **before 1st December 2018** will be accepted. The only exception to this is any course that was achieved wholly online dated after 1st February 2018.  For qualifications awarded between **1st December 2018 and 31st August 2019** the following are accepted:   * the legacy FSA endorsed Level 3 Forest School qualification – 'Level 3 Certificate in Forest School Programme Practitionership’ * the legacy FSA endorsed Level 3 Forest School qualification - ‘Open Awards Level 3 Cert Certificate in Forest School Programme Leadership RQF’ * the updated FSA endorsed Level 3 Forest School qualification RQF – ‘Level 3 Certificate for Forest School Leaders' * Agored qualifications (Level 3 Certificate in Leading Forest School OR Level 3 certificate in Leading Forest and Coastal School) * SCQF Forest School qualification (Forest School and Outdoor Learning Leader SCQF Level 8)   For qualifications awarded **after 1st September 2019** only the following are accepted:   * the updated FSA endorsed Level 3 Forest School qualification RQF – ‘Level 3 Certificate for Forest School Leaders' * Agored qualifications (Level 3 Certificate in Leading Forest School OR Level 3 certificate in Leading Forest and Coastal School) * SCQF Forest School qualification (Forest School and Outdoor Learning Leader SCQF Level 8)     If you believe the FSA do not recognise your Level 3 qualification there may be a route available to you. Please do contact us [applications@forestschoolassociation.org](mailto:applications@forestschoolassociation.org) to discuss your options. |  |
| 14. Did your qualification involve face to face training in a woodland environment? | The FSA only recognises qualifications that involve face to face training in a woodland (except those awarded before 1st February 2018). | Yes/No |
| 15. Is this person an existing FSA member? | This is for information only to keep our databases up to date. | Yes/No |
| 16. Email address | So that we can communicate directly with this person as an FSA member.  By entering an email address here you are giving permission for this information to be shared publicly. |  |
| 17. First Aid qualification | Provide a copy of your current 16-hour First Aid qualification that includes scenario based, face-to-face\* learning with an outdoor element, and that is relevant to the ages you have a duty of care for.  If you wish, you can refer to the IOL Statement of Good Practice for Outdoor First Aid at Band 3, which guides our benchmark: <https://www.outdoor-learning.org/Good-Practice/Good-Practice/Guidance-for-Outdoor-First-Aid>  If your qualification is not an Outdoor First Aid/ Forest School First Aid certificate, please submit additional evidence to confirm that the first aid training course:  a) had a minimum 16 hour duration  b) is relevant to the ages that you have a duty of care for  c) had an outdoor element.  \*the FSA permit first aid qualifications gained online during the Covid-19 period when venues restricted access to indoor space, defined at the time as between 17/3/2020 and 17/5/2021 | By submitting my First Aid Certificate I hereby declare that my qualification was gained by learning face-to-face\* with a trainer.  Name:  Date: |
| 18. Session Plans for two recent, consecutive FS sessions. | Please read these guidance notes carefully.  Consecutive session plans must be from within the last 6 months AND for long-term groups (see question 21 for a definition of long term).  Submit what you actually use day-to-day to plan your sessions, which must include all the elements outlined in the checklist below. Please submit all and any files that evidence your planning process.  If your current format does not include all the required elements in the checklist, you can annotate your usual format to cover the additional information we require, or submit additional documents. Make sure that scanned/ photographed handwritten notes are clearly readable.  Your planning process/records must include:   * Date/Session number (e.g. 7 of 34) * Session start/end time * Details/roles of supporting adults * Number of participants * Age of participants * Current needs of the group (e.g. struggle with transition, fascinated by pullies, lacking respect for woodland space) * Special and additional needs * Outline of possible plan in response to needs/previous sessions, use of natural materials & free play. Assessors do not expect to see extensive adult-directed/ curriculum driven practice. * Special kit required * Your observations and reflections (what went well, what didn’t, considerations for next time)   Your plans must demonstrate that your ratios:   * are appropriate to the needs/ experience of the group and the site * enable higher risk activities * allow for participant-led play * enable supporting adults to undertake individual planning/observation/reflection |  |
| 19. Observations for the session plans shared in Question 18. | Observations must relate to the same session plans submitted above in question 18. Observations should demonstrate reflective practice and enable a FS approach (e.g. planning next appropriate challenges/experiences to offer).  Please submit your observations in any “live” format, i.e. however you make them, for example on post-its, in a notebook, on a work tablet: these are all acceptable forms of evidence which you can scan or photograph.  Observations not relating to the session plans you submitted in section 18 will not be accepted. |  |

**Section C: Your Continuing Professional Development - Level 3 FS qualified practitioners only**

For each Level 3 FS qualified person named in Question 11 above, please complete the following information:

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| **Our Request** | **Benchmarks and Guidance** | | |
| 20. Record any CPD you have taken part in to develop your Forest School skills and understanding in the last 2 years.  If you have more than four Level 3 FS practitioners please append an additional sheet detailing their CPD log(s). | CPD can include face-to-face courses, attendance at conferences and accredited online courses, attendance at local groups, online forums, reading books/journals/online content, participating in projects, discussions with peers and attending skills-sharing sessions. The log must provide examples of CPD that:   * specifically relate to your FS practice * have been undertaken in the last 2 years (or if you are newly qualified, any CPD that has been undertaken since qualifying)   Do not include training relating to achieving Forest School qualifications or First Aid in this section.  For informal CPD such as books or contributions to social media forums, give an approximate date.  (Please note that once recognised, all FSA Recognised Providers are expected to undertake at least 1 day of face-to-face Forest School relevant CPD for each year). | | |
| **Person 1 (name)** | | | |
| **Date** | **Title of CPD** | **Duration (hours)** | **CPD provider** |
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| **Person 2 (name)** | | | |
| **Date** | **Title of CPD** | **Duration (hours)** | **CPD provider** |
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| **Person 3 (name)** | | | |
| **Date** | **Title of CPD** | **Duration (hours)** | **CPD provider** |
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| **Person 4 (name)** | | | |
| **Date** | **Title of CPD** | **Duration (hours)** | **CPD provider** |
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**Section D: Your Forest School sessions**

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| **Our Request** | **Benchmarks and Guidance** | | | | | |
| 21. Outline of your long-term Forest School programmes (max. 4 groups/programme) | Refer to the example below to complete the details for each of your FS programmes. The FSA Recognises Forest School programmes as long term if they:   1. run for a minimum of 2 hours per session, for 24 consecutive weeks (the equivalent of two full school terms) in 1 year, covering 2 seasons with the same core group of participants,   or   1. a minimum of 2 hours per session, for 12 consecutive weeks in each year over 2 years, covering 2 seasons with the same core group of participants   Please note that, the FSA generally considers it better to split a whole class so that they receive fortnightly provision in a smaller group. In these circumstances, the group would go out for approximately 19 consecutive sessions for at least 2 hours and the FSA will consider this to meet the benchmark for long-term.  If circumstances in your setting mean that you run your programme slightly differently to those set out above, but can equate to similar hours, then please contact us to discuss before applying. See the notes on special circumstances on page 1 if you work with participants with complex needs. | | | | | |
| **Long term programmes** | | | | | | |
| **Name of programme** | **Is it run with the same core group of participants?** | **Number of participants** | **Number of supporting adults** | **Length of session (hours)** | **Frequency of sessions** | **Duration of programme** |
| *Example: Acorns* | *Yes* | *12* | *5* | *3 hours* | *weekly* | *all year during term time* |
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**Section E: Risk**

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| **Our Request** | **Benchmarks and Guidance** | **Your Answer/File Names** |
| 22. A completed Site Risk Assessment | If you use more than one site, you only need supply us with a risk assessment for one of your sites.  Your risk assessment must follow guidance set out in the [Health and Safety Executive’s 5 steps to Risk assessment](http://www.hse.gov.uk/risk/controlling-risks.htm) and must include:   * the hazards your site presents, e.g. such as barbed wire, ponds and toxic species * the name of the person that completed the assessment * the date of the assessment and a review date |  |
| 23. A copy of a completed Daily Site Check | This is a list of all the aspects you routinely check before a session, e.g. access, ground layer, canopy layer and structures.  Your Daily Site Check must follow guidance set out in the [Health and Safety Executive’s 5 steps to Risk assessment](http://www.hse.gov.uk/risk/controlling-risks.htm).  Please submit a recent, completed example which is signed and dated. A clear photograph or scan of this document is acceptable as we expect it to be completed by hand in the field. |  |
| 24. Three examples of risk-benefit assessments relating to activities undertaken in your Forest School sessions. | Your Activity Risk-Benefit Assessment must follow guidance set out in the [Health and Safety Executive’s 5 steps to Risk assessment](http://www.hse.gov.uk/risk/controlling-risks.htm).  For each activity, the document must clearly set out:   * the perceived benefits of undertaking the activity * any associated hazards and risks * any ways in which risk can be reduced.   At least 2 of the risk-benefit assessments you share need to relate to ‘higher risk’ activities that may occur on your site, such as tool use, fire, tree-climbing or foraging for example. |  |
| 25.Briefly describe your approach to dynamic risk assessment | By dynamic risk assessment we mean how you deal with new risks/risky activities that present themselves during sessions; for example your participants use the den building hazel poles for a javelin competition, or you find a new poisonous plant. Tell us about how you deal with those situations when they arise, who is involved and how this gets recorded for future reference. | (Describe your approach) |

**Section F: Your Handbook**

In order to meet the benchmarks of the scheme, most applicants find that they need to begin by reviewing and amending their Forest School Handbook. The Benchmarks and Guidance notes explain the minimum we expect to see. The FSA will only recognise providers who submit handbooks where ALL benchmarks are met.

You will need to work through the associated questions and guidance notes below to demonstrate that your handbook covers certain topics.

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| **Our Request** | **Benchmarks and Guidance** | **Your answer** |
| 26. A copy of your Forest School Operational Handbook. | The FSA considers your handbook to be your ‘power paper’. See Horseman, 2021, Chapter 12 in Harding: *Growing a Forest School from the Roots Up*.  Your handbook gives you and others professional confidence in your work, so it is worth investing time in and making it work for you.  You must submit a single file that is the whole handbook rather than a series of individual policies. All benchmarks in Section F need to be met using evidence from this single handbook.  Your handbook should have been recently reviewed and be in line with both statutory requirements, good Forest School practice and the benchmarks of this scheme.  If you are working within a setting/school, you can cite their policies within your handbook (e.g. via a hyperlink to their website) but please provide a summary of the key points relevant to Forest School in your handbook. Where you may need to deviate from the school or setting’s ‘standard’ polices, e.g. your behaviour or toileting policy, your handbook must clearly state how you do this. | File name |
| 27. Communication of the ethos and principles of FS | This section communicates the essence of what Forest School is and outlines each of the six principles. You do not have to use the formal principle language, ie. copying the six principles, but all six principles must be clearly identifiable in your description. | Page number |
| 28. The role of the supporting adults in Forest School | Evidence that you offer supporting adults advice about how to operate within Forest School so as to be in line with the Forest School principles and create/maintain a safe space for learning within the Forest School ethos. | Page number |
| 29. Your Health and Safety policy | This section of your handbook should include:   * an overall policy statement that shows your commitment to health and safety at FS * reference to the risk-benefit approach you take in FS | Page number |
| 30. Your emergency planning procedures | Your emergency planning must include:   1. first aid emergencies 2. lost participants 3. what would happen in the event of the Forest School Practitioner/supporting adult becoming ill/injured 4. roles of supporting adults in the event of an emergency 5. safe adult: participant ratios (see question 18)   These are the minimum basic events that the FSA expects you to include. Depending on your site, your emergency procedures might also include other situations, e.g. uninvited people or dogs, etc.  The FSA wants to be sure that both participants and accompanying adults/leaders are safe in your FS sessions. As set out in Question 18, we advocate for an appropriate ratio to be decided upon through a risk assessment approach, taking into account the nature of the participants needs and abilities, the site you will be working on and the activities you wish to enable, and for you to then have an additional ‘plus one’. An additional adult means that in the event of an adult becoming ill or injured you still have enough adults to enact emergency procedures. For this reason we would not generally view any FS group with only two accompanying adults as safe enough.  When considering your emergency procedures please consider the unlikely but possible event of a FS leader stumbling and then landing on a fallen tree, impaling themselves on an awkwardly jutting branch. This adult will need immediate and focused attention from a second first-aid trained adult. The reality of that situation is such that the first aider will be unlikely to be able to also radio for help, find emergency contacts to call parents, put out fires, down tools, manage the remaining (likely distressed) participants and arrange site evacuation. In your emergency procedures we expect you to demonstrate that there are additional adults in your FS session to undertake the above roles, give an explanation of who undertakes which role/s, and how the supporting adults know what their role is in emergencies.  If circumstances in your setting mean that you run your programme slightly differently to that set out above, but you still have a robust emergency procedure in place that adequately cares for both supporting adults and participants in the event of a serious injury, then please contact us to discuss before applying: [applications@forestschoolassociation.org](mailto:applications@forestschoolassociation.org) | Page number |
| 31. Your safeguarding policy and procedures | Your handbook must include:   1. how disclosures made during FS would be dealt with 2. the name of the designated person to whom safeguarding concerns should be passed 3. which adults in FS require DBS (or equivalent) checks | Page number |
| 32. Your approach to confidentiality | Your handbook must include:   1. how you look after medical and emergency contact details for clients (during & between sessions) 2. your approach to taking and storing photos (which devices can be used and how these images then get stored/deleted) | Page number |
| 33. Your approach to behaviour in Forest School | Your handbook must summarise how you approach behaviours that may challenge in Forest School.  (NB: Many Forest School settings choose to deviate from their usual “school” behaviour policy whilst outdoors, e.g. not using a sanctions/rewards approach.) | Page number |
| 34. How you would deal with instances of bullying in Forest School | Your handbook must include:   1. a statement about how you deal with instances of bullying in FS 2. what record keeping needs to occur in this event | Page number |
| 35. How you would deal with complaints relating to Forest School | Your handbook must include:   1. to whom complaints relating to FS should be addressed 2. the process for dealing with these 3. escalation channels 4. timescales for responses | Page number |
| 36. How your Forest School operates sustainably | This section communicates how you operate in a way that minimises the impact of your Forest School on the planet, its ecosystems, its people, its plants and its animals. Your handbook must include:   1. How you consider the impact of FS directly on the woodland environment, e.g. limiting trampling, removing all waste. 2. How you consider the impact beyond the woodland environment e.g. using recycled toilet roll, buying local produce for snacks. | Page number |

**Section G: Your site(s)**

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| **Our request** | **Benchmarks and Guidance** | **Your answer/ File Names** |
| 37. A document that sets out how you conserve and manage your Forest School site. | If you use multiple sites, you only need to submit documentation in relation to one of your sites.  Your evidence files must include:   * site name and location (postcode, what3words or grid reference) * overall management objective/s for the site (e.g. recreation, timber, biodiversity) * assessment of all likely impacts of FS activities and how you limit these impacts * how you enhance the ecology of your site (if appropriate) * how you monitor the impact of FS activities (e.g. fixed point photos, flora surveys, bird data) * a list of basic species that are present |  |
| 38. Declaration relating to care of woodland sites. | By submitting my answer to this question, our organisation hereby declares that we take steps to conserve and manage all the woodland sites we use for Forest School | Name:  Date: |
| 39. Declaration relating to landowner permission. | By submitting my name and the date, our organisation hereby declares that we have formal permission(s) in place from the relevant landowner(s) to operate at their site(s) for the purposes of FS | Name:  Date: |

**Section H: Your communications**

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| **Our request** | **Benchmarks and Guidance** | **Your Answer/File Names** |
| 40. Examples of communications with your stakeholders. | We expect you to communicate effectively with all stakeholders, but for this application we ask only to see evidence that shows that you share all six principles with:   1. parents/carers/referrers of FS participants (before they participate in FS sessions) 2. adult supporters who assist during sessions (before they begin helping)   Evidence may include; letter/email/leaflet/handout, agendas of face to face meetings, invitations to taster session, CPD session plans or invitations, and/or copy of Handbook page with signatures to show who it has been shared with. |  |

**Data protection**

Your application and the supporting documentation will be held by the FSA in accordance with the Data Protection Act 1998 and the General Data Protection Regulations (GDPR) 2018 and will be accessible to FSA staff members (including those working on a consultancy basis). If the staff member undertaking your assessment needs to defer to the board of FSA Directors, this will be done anonymously i.e. any reference made to you, your organisation, your sex or your geographical location will be removed prior to seeking guidance. If we need to defer to the board of FSA Directors for support and need to disclose some identifying information we will only do this with your written permission. Your resources, policies and procedures will not be made accessible to any third parties except where a staff member needs to defer to the board of FSA Directors for assistance and then only with your written permission.

* The information you provide in this application form will be held on the FSA’s database
* This information will also be used for administrative purposes and to keep you informed of the FSA’s activities
* The FSA’s membership schemes operate electronically. Part of the requirement of being a member of the FSA is the provision of an email address so we can contact members from time to time. Unfortunately, if you do not consent to this provision you will be unable to become a member of the FSA.
* Some of the information you provide us with on this form will be shared publicly via ouronline map of Recognised Providers. We indicate where this is the case in the application form and future annual declarations.
* By submitting this application form you are giving permission for the FSA to use the information that you providein accordance with our [privacy policy](https://www.forestschoolassociation.org/changes-to-fsa-privacy-policy/). Our primary means of contacting you will be by email and we will not write to your address unless we need to deliver a service to you. Please keep us up-to-date if there are any changes to your contact details so we can ensure our member database is kept up-to-date. Beyond this, we will not share your details with third parties.

**Section I: Declaration -** Please read each declaration below and check the corresponding box to agree

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| **I confirm that …** |  |
| I have read the Recognised Provider pre-application Information |  |
| I have read and understood all benchmarks and associated guidance |  |
| The evidence supplied throughout clearly illustrates that the benchmark outlined in the ‘Benchmarks and Guidance’ column has been met |  |
| If I become an FSA Recognised Forest School Provider, I will abide by and observe the Members’ Code of Conduct and work to promote the six Forest School Principles and objectives of the FSA |  |
| I have gained permission from the individuals named in the application to share their information with the FSA and for it to be made publicly available where applicable |  |
| I understand that all the information I have submitted in the shaded boxes will be placed on an online, searchable database of FSA Recognised Providers on the FSA website that will be publicly visible. |  |
| I will notify the FSA should any of the information shared in this document require updating |  |
| I understand that being part of the Forest School community involves supporting others and I am willing help by sharing ideas and good practice |  |
| We will only offer FS sessions of the standard outlined in this application and accept that this will be checked at the time of annual declaration |  |
| I will only use the words ‘Forest School’ to refer to long term Forest School programmes which adhere to all 6 principles |  |
| The information I have given in this form and as supporting evidence presents a true and accurate record of our Forest School practice |  |
| I understand that the FSA reserves the right to visit my setting at any point to undertake an onsite assessment of my/our practice |  |
| All risk assessments, regardless of which practitioner creates them, will be of a similar standard to those submitted with this application |  |
| I have fulfilled any obligations I may have to register my provision with OFSTED/Education Scotland/Estyn/Education & Training Inspectorate |  |