



les
franglophones

Activities and Forest
School practice

Handbook

January 2021

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Our Association's Details

Les Franglophones is a non-profit organisation of French speakers based in Sussex. It was created in 2007 by a group of French-speaking parents with a view to sharing their language and culture with their children. Our association Les Franglophones, the name of which reflects the bilingual nature of our daily lives, is a community of people with different origins sharing a common language.

Handbook Declaration

This Franglophones handbook contains information, policies and procedures relating to the running of our Classes/Activities and Forest School sessions in a safe and enjoyable way.

The Handbook is to be read by all staff and volunteers working for Les Franglophones prior to participation. The Handbook is subject to annual review and to immediate review if an incident indicates the need for this.

Our Vision Statement

We believe all members, children and parents, should have regular contact to develop a sense of community and nurture their culture and language.

Providing a Forest school environment will add many benefits to the children's experience :

- Give time for the children to develop strong relationship,
- Encourage children to practice speaking in French,
- Help balance the different levels of the French language,
- develop self-esteem, independence and imagination whilst taking appropriate risks with set boundaries.
- learn to respect and care for the local environment.

Forest School Approach to learning and development

Forest school is a long-term nature based outdoor learning that focuses on holistic development and growth in children :

- It is run in a safe environment and led by trained practitioner.
- It works best when the same group come on regular basis over the four seasons.
- Leaders are here to :
 - Facilitate child-led learning
 - Monitor and encourage children to learn through play, explore and discover nature
 - Support children to take risks and make their own decisions,
 - Take in consideration feedback and observation to plan future sessions
- A high adult to child ratio allows children to undertake new experiences.
- Everyone is treated as equal,
- Sessions should provide opportunities :
 - to develop self awareness & develop social skills
 - to review and reflect on the day to support confidence and communication skills.
 - to take appropriate risks, such as tool use or climbing, to build self confidence and develop physical ability to make them better equipped to handle risk,
 - To give time for playing and free choice of activities,

- To try things out for themselves to build problem-solving, independence and resilience,

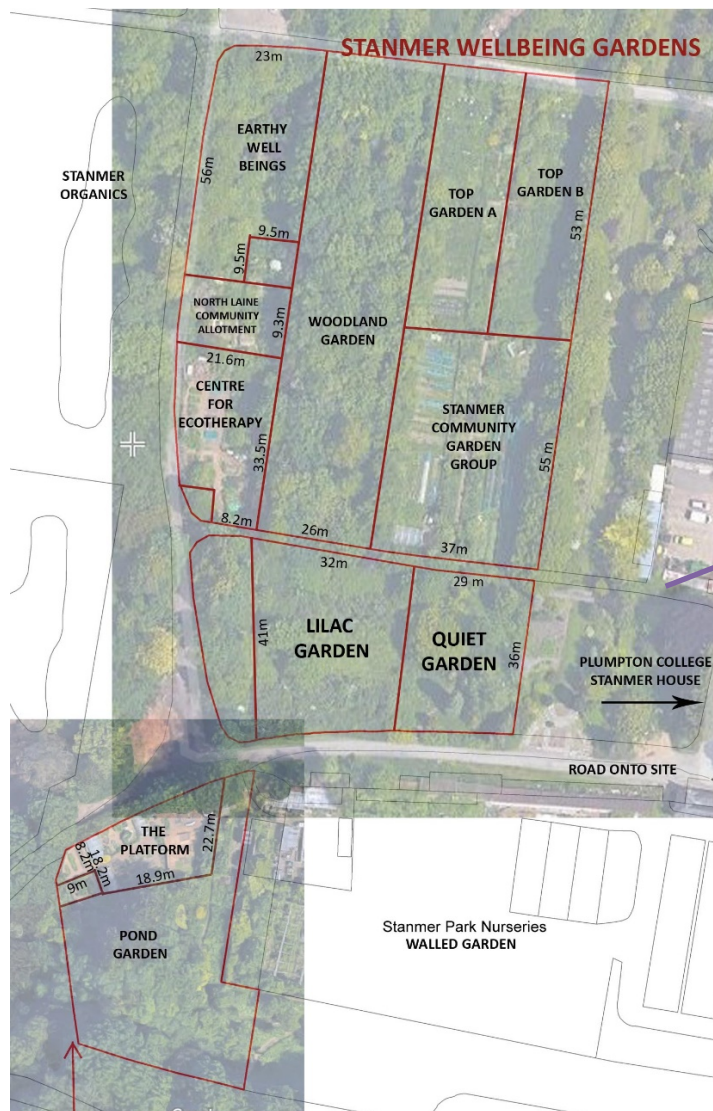
Forest School Site Details

Address :

Stanmer Park , Woodland Garden. This is a shared community garden with woods and a Fire pit sitting area. Please meet us at Stanmer Park House . No toilets on site, best to plan before hand, there is one opposite to the cafe. We do have a compost toilet for emergency only.

Location Map

Land Owner Details and Consent



Access to Woodland Garden via Path from far end of the car park (after Stanmer house)

We have an agreement to rent this land with Brighton and Hove Council.

Equal Opportunities and Inclusion

Les Franglophones ensure that all children including those with special needs can participate in our activities/classes and forest school sessions. If needed, appropriate consultation between all relevant parties will be sought. If child has a one-to-one working at school, we would expect to be the same when coming to our Forest school.

We aim to adhere to the DFes Code of Practice for Special Educational Needs and also the provisions of the Disability Discrimination Act 1995 (as amended by the Special Educational Needs Act 2001)

Policy Statements and Procedures

1. Safeguarding

Safeguarding Policy / Data Protection and confidentiality Policy ...

Both Policies are inclosed separately. These includes Protection and safeguarding, incident, Prevent Radicalisation, Data Protection and handling, Confidentiality , Disclosure/accusation.

Lost or Missing Person Procedure

- On arrival, children and parents' phone numbers will be checked on the register
- Please sign in and out your children.
- Prior to the session and at regular intervals during the session, a head count will be undertaken.
- The boundary areas will be established with the group and a staff member will patrol the area at all times.
- In order to identify where children are during the session, the Forest School leader will put in place with the children a recall "Coucou" . Children are to echo it once and return to the group.
- If a child appears to be missing, an adult will stay with the group whilst the remains staff/volunteers 'sweep' the area.
- The leader will enquire all adults to establish last time the child was seen, what he/she was wearing and state of mind.
- After 10 minutes, an adult is to alert the police and contact the parents.
- The activities for the other children will carry on as normal (in a smaller area)

2. Staff

- All our staff are professionals with relevant experience and/or qualifications and have undertaken current DBS (CRB) checks and Safeguarding training.
- At least one member will hold an up to date first aid qualification (Paediatric and Outdoor First Aid Certificate).
- We will also aim to provide adequate training and support to ensure all staff and volunteers are confident and competent when following the policies and procedures we have set out in this handbook.
- All staff members will be aware of Forest school ethos and given the program, risk assessment , rules prior to the session.
- All staff are expected to be positive role model and encourage caring behaviour.

Ratio

The following minimum adult ratios will ensure appropriate support and supervision of vulnerable groups at all times:

In Classroom environment: 1 adult: 14 children (+TA for 4-5 years old)

In Forest school environment: minimum of 2 adults with 1:6 ratio,

In Forest school Maternelle: 2 adults for 8 children.

Teachers and Forest School Leader are responsible for

- Setting and leading the lesson/session.
- Responsible for procedure to be respected by all,
- Ensure all helpers are aware of any medical needs, special needs.
- Carry out first Aid,
- Observing and developing the program according to the interest of the children.
- Ensuring the safety of all.
- Supervising the activities using tools and fire building.
- Making sure all staff is aware of safety, rules, program, their roles and ethos of Forest School.

Guidelines for all volunteers/assistants

- Take part in the briefing before the session,
- Help setting up and tidying up,
- Observe children and how they are learning,
- Help children only when prompted,
- Reporting at the end of the session to the leader of any observations
- Be vigilant on safety of children and other adults
- read the safeguarding policy and handbook
- Be mindful of back injuries when moving heavy load such as logs.

3. Welfare Policy

Toilet Facilities

- We are asking everyone to use the toilet before coming on site. There is a toilet opposite to the cafe not far from the parking.
- Children are allowed to use designated areas of the wood, we have a compost toilet for emergency only.
- Please provide nappies and nappy bags for your children if needed.
- Two DBS checked members of staff will help with toileting if required
- Hand washing facilities will be on site. Water bucket and soap.

COVID-19 :

- Washing station is put in place with soap and water and hand gel:
- Children and staff will wash their hands on arrival and before&after eating,
- Materiel will be cleaned after each use.
- During parents/children sessions: parents will keep 2m distance from each other, when it is not possible parents will be wearing a mask.
- Food will not be shared - each person will bring their own snacks.

- Drinks: parents/children will bring their own, we will provide hot water.

Food handling (hygiene / cooking / litter) :

- Forest Leader has food handling level 2 .
- children are asked to bring a snack and lunch and take rubbish back with them.
- Children will wash hands before and after eating.
- Cooking activities area always supervised.
- Forest school leader is responsible to supervise children when handling knives to ensure they are using them correctly.
- Any litter / food on the floor will be picked up and put in an appropriate bucket to dispose later on.

Clothing

Parents are asked to make sure children are dressed appropriately:

- At all time: long t-shirt and trousers, covered outdoor footwear/wellies
- Cold weather : waterproof coat, jumper, leggings, extra socks hats and gloves
- For children coming to la Maternelle , please purchase waterproof trousers and coat as mentioned on website.
- Hot weather: sun hat, sun screen.
- We ask parents to give children a spare changing outfit.

Dogs and Members of the Public

Access to the site is accessible to the public but set away from main path :

- We will put a note at both entrances to advise people not to come when we are on site.
- Staff will check the site before the session .
- If a dog comes to our site, we will ask children to freeze and ask before touching the dog.

Social Media

- Permission is requested (on the booking form) to take photographs of participants to illustrate activities and use on social media for marketing purpose (no names attached). We will blur faces of participants who haven't given permission.
- Only the Leader's camera can be used to this effect.
- We ask for staff and volunteers not to use their phone.

4. Behaviour & Anti-bullying Policy

Les Franglophones is committed to establishing a learning environment in which children develop self-discipline and self-esteem as they take increasing responsibility for themselves and their actions, and as they consider the well-being of others.

- Expectations of behaviour will be set by the Forest School Leader and discussed with the children :
 - To be friendly and kind
 - To work together as a team and help each other
 - To listen and respect each other's opinions
 - To respect the safety rules
- We actively promote positive behaviour, :
 - Where children are encouraged to treat each other with care and respect.
 - By focusing on activities that require sharing, negotiation and co-operation .

- By expecting staff & volunteers to provide a positive model and use positive strategies for handling any conflict.
- We encourage responsibility :
 - In caring for others and for the environment which includes showing respect to plants, trees and animals.
 - Children will help set rules, which will be revisited at every session. These include: “No bullying”, ‘No pick, no lick, ‘be careful how you carry a stick’, staying within the designated areas at all times, etc.
- We support children’s self-esteem by encouraging them to be successful,
- When children behave in unacceptable ways , the leader or helper will :
 1. Give them the “look” and help them to see what is wrong and discuss how we can help them to cope more appropriately.
 2. A verbal warning and a reminder how important it is to behave appropriately.
 3. The children will then be given time out from the activity.
 4. Miss the next forest school session and we will speak to the parents on the same day to resolve any issue.
- Physical intervention will only be used to avoid any immediate danger. Parents will be informed on the same day as the incident.

5. Safety Requirements

Insurance

We subscribe to an insurance specific to our activities including Forest School activities
 Renewal Date: January every year
 Limit of indemnity: no less than £5 million

Adverse Weather Procedures

- The Forest leader will always assess the weather condition before a session, High wind or extreme cold weather would be a reason to cancel / postpone the session.
- If the weather condition worsens during a session, the leader might decide to cancel and call the parents to collect the children. Children will be taken to the meeting point , open space to avoid any falling branches.

Fire

Fire is an important part of Forest School life. Permission has been given by the land owner, Brighton Council.

- Leaders will remind children/staff of safety measures: distances , warning sign if too close.
- Only seasoned wood will be burned (bought in advance)
- We will respect the defined space.
- Fire, Cooking activities will be supervised by an adult
- Safety equipment: heat-proof gloves, a fire blanket, a burns kit and water will be kept within close range of fires.
- Fire will be extinguished slowly at the end of the session.

Tools / Equipment

Storage and maintenance :

- Ensure tools are stored in a dry, secure location when not on site.
- Tools should be checked regularly and well maintained.

- Faulty and damaged tools should be removed from circulation. They should be either fully repaired or safely disposed of.

In the woodland:

- Store tools in a lockable box in an area away from main activities .
- Create a safe environment for the use of tools away from other activities, keeping safe distances between the children.

Working with Tools:

- Children will be briefed about the importance of safety .
- Before starting to use tools . The leader is responsible for modelling safe manual handling and assessing whether children have understood how to use them
- Activities with tools will always be supervised.
- Smaller group sizes
- The leader can ask a child to stop using a tool at any time.
- Ensure tools are locked away at the end of the activity. Tools should be cleaned, safety checked and stored correctly for when they are used next.

6. Accident and Emergency Policy

Essential items to take to Forest School and keep in a safe proximity :

- Register containing names, emergency contact numbers and any medical information and medicine.
- Mobile phone with all contacts.
- Emergency Outdoor First Aid Kit and Burns Kit.
- Accident Form.
- Risk Assessments.
- Emergency Whistle.

First Aid :

- The Forest School Leader has an up to date outdoor first aid and paediatric certificate.
- The forest school leader is responsible to administer First Aid and check first aid kit regularly.
- Administering medicine : Parents will fill in a form to this effect and handed out to the leader.
- Any accident will be logged in by the person witnessing it and Forest school leader.
- Parents will need to sign the accident book when collecting the child.

Accident procedures :

- Minor accident:
 - administer first aid,
 - log in accident book.
 - Assess if child can carry on playing, having a rest or going back home.
 - Ask parents to sign the form when collecting the child.
- Major accident:
 - Assess the accident, keep separate to other children.
 - Start First Aid and keep casualty comfortable and warm
 - Call parents and emergency (999)
 - Other children to do lower risk activities (depending on accident, cancel the session).
 - Carefully record the event on accident form (by witness and first aider)
 - Parents need to sign the accident form.

Postcode:- BN1 9PZ

(Left turn after Stanmer House, follow the road/path , Woodland Garden is on the right after right bend. OS Grid reference: TQ335093)

Emergency Evacuation Procedures

If judged necessary by the Forest Leader to evacuate :

- The Forest School Leader will make the agreed call to gather the children
- A head count will be taken
- Children will be removed from site by foot to Stanmer House open area
- Leader will keep essential items (see above) at all time and take the register once in safe area
- Leader will either call emergency service or parents depending on incident.
- If any person is missing from the register, the emergency services will be informed immediately.
- All children will be supervised until they are safely collected.
- If after every attempt, a child's parent or carers cannot be contacted, the Club will follow its **Uncollected Child** procedure.

6. Environmental Policy

We aim for all our participants and staff to engender a high level of respect for the natural world and encourage all to be involved in decisions about their environment and safety.

We aim to ensure that, where possible, for having a lower impact on the environment. By operating in a way that minimises waste, optimises recycling and promotes the reuse of materials we hope to demonstrate and encourage a wider respect for the environment, as well as an understanding that all produce and waste is linked to the health of our planet as a whole.

Forest School activities such as fires will follow practices that minimise impact on wildlife through being mindful of what is burnt and how any residues are disposed of. Before leaving a site we will ensure that litter is collected and disposed of suitably.

Ecological Impact of Forest School Activities

Activity	What is the impact?	How to reduce it?
Collecting Wood	Dead wood is important to any woodland ecology as it has a multitude of uses, from homes for mini beasts to beds for fungi, so a lack of it is bad for any woodland habitat.	We will bring our own wood to create a fire as there isn't enough onsite to limit the impact.

Activity	What is the impact?	How to reduce it?
Fires	<p>Changes in soil chemistry can lead to increases in PH levels, carbon, phosphorous, etc. which can kill invertebrate communities and be harmful to some plants, whilst other essential nutrients may be depleted.</p> <p>Fire can travel underground to roots even after appearing to be extinguished.</p>	<p>There is a designate fixed location for the fire on the site that aren't particularly ecologically interesting or unique.</p> <p>If possible, dispose of ash off site</p> <p>Ensure that all fires are extinguished fully before leaving a site.</p>
Cooking	Food waste may attract animals to the site or increase numbers of certain species, potentially leading to adverse changes in biodiversity.	<p>Inform participants of these impacts and provide a container (to be taken away) or an ecologically sound place for food disposal.</p> <p>Children to take away they own waste in their packed lunches box.</p>
Tree Climbing, Shelter Building & Swings	Damage to trees.	<p>Restrict these activities to suitable trees that will tolerate them.</p> <p>Protect trees where cord will be installed.</p>
Collecting natural Materials	Damage to plants - some plants are more sensitive to losing their leaves or flowers than others and different seasons affect this too.	<p>Inform groups as to which types of plants are best to pick, if any. Ensure leaves or flowers are taken from fallen parts where possible. Limit the frequency of this type of activity. Leave plants unpicked whenever picking is not necessary.</p>
Toilet Use	Human waste entering waterways	<p>Burying faeces and tissues ensures they biodegrade.</p> <p>Designated toileting area will be at least 20 metres from a waterway.</p> <p>Compost toilet on site. Participants are asked to go before coming.</p>
Entering and leaving the environment	Ultimately by coming to and from the area we will have an impact on the area.	<p>Ensure that all rubbish is removed from the area.</p> <p>Minimise outside products brought in to the area and if anything is left ensure it is biodegradable.</p>

Activity	What is the impact?	How to reduce it?
Running , walking...	trampling, compaction high use areas,	Vary activities to leave areas to recover . Create pathways Ensure respect of environment by being cautious Wild areas left alone

Risk Management & Assessments

Risk Management Strategy

When working within the Forest School there are already a number of risks before you start to use tools such as saws, billhooks and knives. One of the key elements of Forest School is encouraging children to take controlled risks. As a Forest School Leader it is important to know the risks, control them and thus ensuring our group has a fantastic safe experience.

What is important to do:

- Make a risk assessment of the site : before the session, we will walk around site to see any hazards, remove or secure if needed and record.
- Make a risk assessment for each activities and tools/equipment.
- Risk assessment discussed and made with staff.

Risk Assessment and benefits analysis

Risk Assessment is discussed with other members:

- Evaluate the level of risks in terms of likelihood and severity,
- Decide and put in place actions to reduce the risks
- Evaluate the new level of risks.
- Fill in a form , template below:

For high risk activities , we will also analyse whether the benefits from the risk outweigh the potential harm:

Les Franglophones
Risk Assessment Form

Activity Assessed: Assessed by: Site Location:	Date: Group Leader & Phone :
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Likelihood: 1. Highly Unlikely 2. Unlikely 3. Possible 4. Probable 5. Certain RISK = LIKELIHOOD x SEVERITY/ Low (1-4), Medium (5-9), High (10-25)
Severity: 1. Trivial 2. Minor (for eg. minor injury) 3. Major (eg. over 3-day injury) 4. Very major injury 5. For eg. Death

Type of Hazard	Likelihood of Occurrence 1-5	Hazard Severity 1-5	Risk Factor	Action to be taken to reduce risk	New Risk Factor	Does the Benefit out way the risks?	Responsibility

Potential Risky Activity	What are the benefits?	How can we make it safer?
Using sharp hand tools (potato peelers, bow saws, loppers, knives, drills, bill hooks)	<ul style="list-style-type: none"> • Developing moto skills • Understanding of safe use of sharp tools • Teamwork • Managing own risks 	<ul style="list-style-type: none"> • Tool talks • Supervised practice • Safety gloves for helping hands • Blade cover when not in use • Safe storage (counting , locking) • Good maintenat of tools • Small groups only keeping safe distances • Creating a working zone
Camp Fire lighting	<ul style="list-style-type: none"> • Instructions • Understand of heat triangle • Managing own risks • Teamwork • Determination and resilience 	<ul style="list-style-type: none"> • Clear instructions • Safety rules (zone area, ‘respect position’, long hair attached, no spark to another person, no throwing things on fire) • Small group work • Supervised practice • Emergency procedures • Safety equipment (see above)
Climbing Trees	<ul style="list-style-type: none"> • Managing own risks • Teamwork • Determination and resilience • Developing motor skills • Growth of confidence and esteem 	<ul style="list-style-type: none"> • Safety check climbing trees • Supervise first climbs • Clear rules regarding height of clim • Encourage teamwork with helping and support techniques • Safety talk of surrounding and position of others
Wild food and foraging	<ul style="list-style-type: none"> • Knowledge of different plants • Understanding importance of safety • Health benefits 	<ul style="list-style-type: none"> • Only with qualified and relavant trained leader. • “no picking, no licking” • Clear instructions • Supervised practice
Slippery ground - running/walking on during activities	<ul style="list-style-type: none"> • Developing Motor skills • Developing self-awareness • Health benefits • Understanding of what makes a floor slippery 	<ul style="list-style-type: none"> • Safety check of area • Briefing explaining how to spot slippery surfaces and what to do • Rules for game/activity made clear
Stinging Nettles encountered during walks	<ul style="list-style-type: none"> • Developing self-awareness • Managing risks • Knowledge of different plants 	<ul style="list-style-type: none"> • Safety check of area • Teach children about plants • Remove stinging plants in key area

Communication with Stakeholders

With our members:

General information:

- Website/Eventbrite for practical informations such as : Dates , times, how to book, suitable clothing...Summary of Forest school ethos, Link to Forest School Association for more detailed information, handbook,

Information linked to an event coming up:

- Via email to make sure members have important informations and we have their emergency details
- Parents will need to fill in authorisation form for photos and health&safety forms.

Feedback :

- Do a resume of the day on our blog & Facebook.
- In person: talk to parents when collecting Children in relation to activities/progress/ attitude....
- Survey in person at the end of a session, via email with the parents

With volunteers/staff:

- In person / WhatsApp / email : before and after sessions in relation with safety, activities , expectations and any observations of the children.

With landowners:

- WhatsApp/telephone/email regarding management of the site.

With other practitioners:

- Share experiences via Facebook groups
- Observation , helping out various settings
- Training course

Expanding business:

- Marketing on internet via blog, Eventbrite
- Link with schools - in person / internet

Sign-off Sheet

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

Full Name	Signature	Date

Full Name	Signature	Date