



FrangloNature
La maternelle des P'tits Loups
L'école des Franglos
Rencontres familiales

Handbook

Last updated October 2024

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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. We offer French indoor classes for children 4-11, Gatherings for parents and under 5 “Les Bidous” indoor and “Les Feux Follets” in the forest. We also offer French Forest school La Maternelle des P’tits Loups for 3-5 years old and Les Farfadets for 4-9 years old.

Handbook Declaration

This 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 and parents 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 :

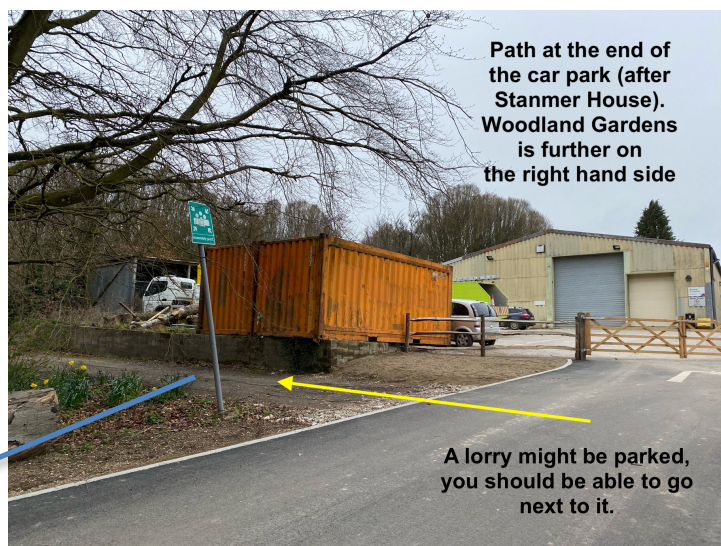
- It is run in a safe environment and led by trained practitioner.
- It works best when the same group come on regular basis over the four seasons.
- Leaders are here to :
 - Facilitate child-led learning
 - Monitor and encourage children to learn through play, explore and discover nature
 - Support 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 try things out for themselves to build problem-solving , independence and resilience,
- La maternelle takes in consideration the Early Years Foundation Stage Curriculum . We aim to offer a balance of adult-led opportunities (to support French language) and those that children plan or initiate themselves :
 - There are 3 prime areas of development : communication and language, physical development and personal, social and emotional development. We use the natural environment to also support the more specific areas : literacy, Mathematics , understand the world and expressive arts and design.
 - Characteristics of effective learning : Playing and exploring , Active learning (being involved and concentrating, keep trying, enjoying achieving what they set out to do) and Creating and thinking critically (having their own ideas, making links, choosing ways to do things)

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 woodland garden, access is via a path at the end of the car park (car park just after Stanmer House). Compost toilet on site for toddlers, best to plan before hand, there is a toilet at One Garden. [Location Map](#)



Land Owner Details and Consent

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

Equal Opportunities and Inclusion

We 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. Booking Policy

Fees

Membership per family is needed to help with cost of insurance : yearly and payable in September or pro-rata during the year.

School : parents book their children for a whole academic year , payment conditions are on our website .

FrangloNature :

- Rencontre Familiale : booking and payment is via the Application Spond.
- La maternelle des P'tits Loups & Farfadets : Once the place is accepted, parents engage themselves for the whole academic year. Payment is in 3 instalments (termly).

Application

To book a place, parents need to fill in the Membership booking form which is on our website and stating the services wished.

Once the place has been confirmed via email, we would need the 2 appendix sent back to us : Consent form, medical form .

Should a child need medicine, we would need the permission to administer medicine form.

Renewal: confirmation via the application Spond.

Cancelation

Fees remain payable during all absences.

Refund for Rencontre familiale activities is possible should the child be replaced

2. Welfare and Safety

- During Forest school time, children will be learning to take risk (climbing, using tools..) Risk assessments will be written and shared with staff.
- The weather will be assessed prior to each Forest School session .

- Site risk assessment will be written before each session.
- Activities risk assessments will be written.

Communication / photos

Via the Application Spond which is free to download.

FrangloNature : we will give illustrated summary of sessions which can only be seen by members of the association. Authorisation is requested on the booking form.

Days and hours

You can find more details and a calendar on our website : Mondays and Thursdays for the school , Tuesdays and Wednesdays for Les Bidous, Wednesdays and Thursdays for La Maternelle des P'tits Loups, Fridays for les Farfadets and occasional Saturdays or Sundays for family gathering and FrangloNature.

Settling in

Parents are welcome to stay at the beginning of the first sessions to help the child settle. We strongly advise to come to les Feux Follets if possible before starting la Maternelle .

Children Collection

Please advise the teacher should the person responsible to collect changes.

Food

- Forest Leader has food handling level 2.
- Children are asked to bring:
 - Water,
 - A snack (La maternelle and farfadet)
 - A lunch (La maternelle only) - Hot lunch in a thermos is advised if possible.
- We apply a **NO NUTS POLICY**
- Children will wash hands before and after eating.
- Cooking activities: supervised.

Clothing

Parents are asked to make sure children are dressed appropriately:

- At all time: long t-shirt and trousers, covered outdoor footwear/wellies, waterproof coat and overall waterproof trousers: [link here for photos](#) .
- Cold weather : after ski boots, 2 pairs wool socks, gloves with fingers and mittens . Extra Jumpers , leggings.
- Hot weather: sun hat, 24h sun screen applied before coming.
- No jewellery , no dressing up clothe (fire hazard)
- A spare changing outfit.

Toilet Facilities

- We are asking everyone to use the toilet before coming on site. There is a toilet at the One Garden's cafe opposite to the parking.
- We have a portable toilet for young children which will be emptied at the end of the session (maternelle and Farfadet only).
- Two DBS checked members of staff will help with toileting if required
- Hand washing facilities will be on site. Water bucket and soap.
- La maternelle only: Parents need to bring spare clothe, nappies, wipes/nappy bag, should your child is not yet potty trained.

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

First Aid

- The Forest School Leader has an outdoor first aid and paediatric certificate.
- The forest school leader is responsible for First Aid .
- Administering medicine : Parents will fill in a form to this effect and handed out to the leader.

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.

Dog & 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.

3. Behaviour

- Les Franglophones are 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 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 how 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.

4. Safeguarding

Safeguarding Policy

This section reflects the guidance set out in Les Franglophones' Safeguarding Policy which can be found on the school website at: <http://www.lesfranglophones.co.uk>

Staff (Roles of leader and assistant & ratios)

- All our staff are professionals with relevant qualifications and/or experience and have undertaken current DBS 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: 12 children (if more +TA for 4-5 years old)

In Forest school environment: minimum of 2 adults with 1:7 ratio (6+) or 1:5 (3-5 years old)

Teachers and Forest School Leader are responsible :

- 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.

Lost or Missing Person Procedure

- On arrival, children and parents' phone numbers will be checked on the register
- 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)

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 and support staff's mobile/camera can be used to this effect.
- No mobile phone onsite.

5. Emergency Action Plan

Essential items to take to Forest School:

- 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.

In Case of an Emergency/Accident occurs:

- Secure the group to keep safe
- Assess the incident and priorities actions
- If necessary start First Aid and keep casualty comfortable and warm
- If emergency services are required immediately dial 999

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)

- careful record the event on accident form.

Evacuation Procedures

If judged necessary by the Forest Leader to evacuate :

- The Forest School Leader will make the agreed call to gather the children and head count will be taken
- Children will be removed from site by foot to Stanmer House open area as soon as it is safe to do so.
- 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.

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 worsen 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.

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.
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>

Activity	What is the impact?	How to reduce it?
Entering and leaving the environment	Ultimately by coming to and from the area we will have an impact on the area.	Ensure that all rubbish is removed from the area. Minimise outside products brought in to the area and if anything is left ensure it is biodegradable.
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 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 of each activities. (evaluate the level of risks, how to reduce it and what is the new level of risks).

Risk Assessments and benefits analysis

Here is a template of our risk assessment form which we fill in before each activities :

Les Franglophones Risk Assessment Form

Activity Assessed:	Date:
Assessed by:	Next Assessment Due:
Site Location:	

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	Person Affected child/adult?	Likelihood of Occurrence 1-5	Hazard Severity 1-5	Risk Factor	Action to be taken to reduce risk	New Likelihood of occurrence 1-5	New Hazard Severity 1-5	New Risk Factor

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

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 maintenatant 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

We are on regular contact with our members and will share the following information:

- Practical: Dates, times and how to book are on the website , facebook, Eventbrite.
- Informative:
 - Summary of Forest school ethos,
 - Link to Forest School Association for more detailed information,
 - List of suitable clothing/snack/safety Covid related,
 - Handbook with policies.
- Staff contact details (email, emergency phone numbers)
- Resume of activities on our blog, Facebook.
- When collecting Children in relation to children progress/attitude....
- Asking feedback from participants and parents
- Meeting with volunteers/staff before and after sessions in relation with safety, activities , expectations and any observations of the children.

Sign-off Sheet (Staff)

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

Full Name	Signature	Date

Appendix 1: Consent Form

I have read the Handbook and booking conditions on Les Franglophones website.

I am happy for to participate and give my permission for:

Please delete any of the statements below you do not want to give permission for

- The use of photographs and videos in publicly-available reports and news articles for promotional and educational purposes.
- The use of photo within the application Spond .
- The use of written research data for reports, presentations and publications.

Name of the adult(s) authorised to collect your child(ren) :

Name	Relationship to participant
.....
.....
.....

Signed..... Date.....

Print nameRelationship to Participant.....

Address.....

.....

.....Postcode.....

Emergency Telephone contact.....

Email contact.....

Appendix 2 : Forest school routines

Equipment

First Aid Kit	<i>Pro forma</i> consent forms	Risk Assessment
First Aid book	Incident log	Emergency
Mobile phone	Tools & firelighting kit	Handwashing kit
Fresh water/water carrier	Personal protective equipment	Emergency bivi-bag
Spare clothing	Fire blanket	Toileting kit

Setting Up

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

Session Opening

- Introductions of any new faces
- Make the group aware of new hazards or medical considerations
- Check that they are all wearing suitable clothing and footwear
- Take the group to the location
- Form an opening circle
- Describe or walk the boundaries for the day
- Engage children in the development of rules and guidelines for the day
- Fire circle guidelines, if appropriate.
- Describe the day's activities

During the Session

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

Closing the Session

- Extinguish any fires properly
- Count any tools used into their bag
- Remove structures
- Check for litter etc.
- Collect the equipment
- Form a closing circle
- Conduct some type of evaluation with the group (questions, talking stick or drawing)
- Walk the group to the pick-up point
- Bid farewell to the group
- Thoroughly check equipment
- Complete the appropriate evaluation form

Appendix 3: Forest School Risk Assessment



	Risk	Harm	At Risk	Potential	Severity	Likely Occurrence	Precautions
1	Weather - cold and wet	Hypothermia	Participants and instructors	2	2	4	PPE, first aider Observe the weather and plan accordingly, make sure all participants and leaders are correctly dressed for conditions survival blanket in first aid kit.
2	Weather – high winds and falling debris	Falling branches	Participants and instructors	3	4	12	Observe the weather and plan accordingly, do not go into the woods if high winds are forecast as branches may fall. Any risky branches to be tested and secured where necessary
3	Uneven ground,	leading to slips, trips and falls	Participants and instructors	3	3	9	Participants advised to look where they are going and to wear appropriate clothing for the conditions. All members should have suitable footwear. Participants to be explicitly told not to run in certain areas. Where possible larger stones will be moved. An exact route should be marked out First aid kit to be carried
4	Putting inedible food in mouth. Mushrooms and fungi	Poisoning, allergic reaction	Participants	2	4	8	Participants advised as to what they can and cannot put in their mouths and the reasons why. Hands must be washed before consumption of any food or drink Children to avoid putting hands near mouths before washing then Children that are prone to putting things in their mouths to be watched more carefully First aid kit to be carried and member of staff with first aid certificate

5	Pupils falling from tree.	Broken body parts	Participants and instructors	2	4	8	An adult must be present when wanting to climb trees in the Forest School. The ground cover should be checked for 'sharp objects' and the tree marked as suitable for climbing. A visual check must be made for loose and rotten branches. Children are permitted to explore to their own limits or to a maximum height of 1.5m First aid kit near by
6	Pupils hurt whilst lifting woodland objects.	Getting hurt or hurting others	Participants and instructors	2	4	8	Children instructed that they shouldn't lift anything that is too heavy and to ask for help if needed. Discuss with children the boundaries and that they should ask for help if needed.
7	Student may go missing during session.	Hurt	Participants	2	4	8	Brief but clear and precise instruction on boundaries for the session. Use a whistle or agreed noise to get pupils to return. Staff mobile phone. If lost children are to remain where they are. Gates kept closed. Children counted on regularly basis.
8	Student behaviour and attitude	Getting hurt or others getting hurt	Participants and instructors	2	3	6	Control measures will be taken and responsible strategies will be put in place e.g. short, sharp activities to keep students attention. Clear briefings given. Activity to be stopped if the behaviour of the children is making it unsafe. Designated staff member to have mobile phone. Children to be told what is expectable and is expected of them.
9	Insect bites/stings	Allergic reactions	Participants and instructors	2		8	First aid trained, Parents to have filled out a medical form, all medication to be brought along with appropriate first aid kit Designated member to have a first aid certificate, essential information regarding the children's medical needs. Worn chn not to touch bees, long trousers and clothing worn.

10	Building dens or other natural materials using sharp objects.	Sharp objects, cuts, grazes, branches falling on head	Participants and instructors	2	4	8	Children to be instructed how to carry / hold sticks carefully being aware of others around them. First aider on site and any accidents to be dealt with accordingly
11	Transport to and from site	Trips, slips, lost children.	Participants	2	4	8	All children are briefed before we leave they are always insight of an adult and need to look out for any uneven ground or loose debris. First aider available
12	Approaches from members of public / site rangers or staff	Interference, harassment, abduction	Participants	2	4	8	Ratios Emergency action procedure Boundaries to site well established along with signal to meet in designated safe space. Safety talk to participants
13	Deadwood overhead / Leaning 'hung' dead wood	Hit in eye, head, crush and impact injuries	Participants and instructors	2	4	8	Site checked, and boundaries established that don't include any of these hazards. Daily site risk assessment to check and move working area, mark out no go areas and/or boundaries accordingly Dangerous trees and/or branches to be reported to land owner and dealt with. Do not use site in high winds First aid kit, first aider, first aid and emergency procedure to be followed.
14	Dog / Animal faeces	Disease, germs, Toxocariasis (from dog faeces)	Participants and instructors	2	4	8	Site checked, and children taught to be mindful First aid kit used for rinsing, washing if necessary All visible faeces removed by leader.
15	Dogs on site	Bite	Participants and instructors	2	4	2	Ask parents to keep their dogs on the lead. Forest leader's dog: Lhasa Apso very calm, on the lead during meal time. Train children around a dog.
16	Broken glass / rubbish / litter	Trips, cuts, injury, entrapment, disease	Participants and instructors	2	4	8	Remind chn to be mindful of environment Site checked by leader prior to session Emergency action procedure First aider

Appendix 4: Accident Reporting Form

Information in the Blue booklet situated in the clear box to sign by a parent :

CHILD'S NAME:		MARK WHERE THE INJURY OCCURRED	
ACCIDENT / ILLNESS DATE:		 	<div>FRONT</div> <div>BACK</div>
TIME:			
IT HAPPENED: <input type="checkbox"/> INSIDE <input type="checkbox"/> OUTSIDE			
ACCIDENT / ILLNESS DETAILS			
ALLERGY <input type="checkbox"/>	EYE INJURY <input type="checkbox"/>		
ASTHMA <input type="checkbox"/>	FAINT <input type="checkbox"/>		
BRUISE / BUMP <input type="checkbox"/>	FEVER <input type="checkbox"/>		
COUGH / COLD <input type="checkbox"/>	NOSE BLEED <input type="checkbox"/>		
CUT / CRAZE <input type="checkbox"/>	SPRAIN <input type="checkbox"/>		
DIARRHEA <input type="checkbox"/>	VOMITING / NAUSEA <input type="checkbox"/>		
OTHER <input type="checkbox"/>	PLEASE SPECIFY:		
BRIEF DESCRIPTION OF ACCIDENT / ILLNESS			
CARE / TREATMENT GIVEN			
BANDAGE / PLASTER <input type="checkbox"/>	FIRST AID <input type="checkbox"/>	ICE <input type="checkbox"/>	REST <input type="checkbox"/>
PARENTS WERE CALLED <input type="checkbox"/>	WASHED <input type="checkbox"/>	TLC <input type="checkbox"/>	OTHER <input type="checkbox"/>
NAME AND SIGNATURE OF FIRST AIDER / TEACHER			
NAME:		SIGNED:	
DETAILS OF ANY FIRST AID / TREATMENT GIVEN			
ADDITIONAL INFORMATION			

Appendix 5: Term Dates

See Spond's Application or website : <https://www.lesfranglophones.co.uk/about-3>

Appendix 6: La Maternelle - Daily Routine



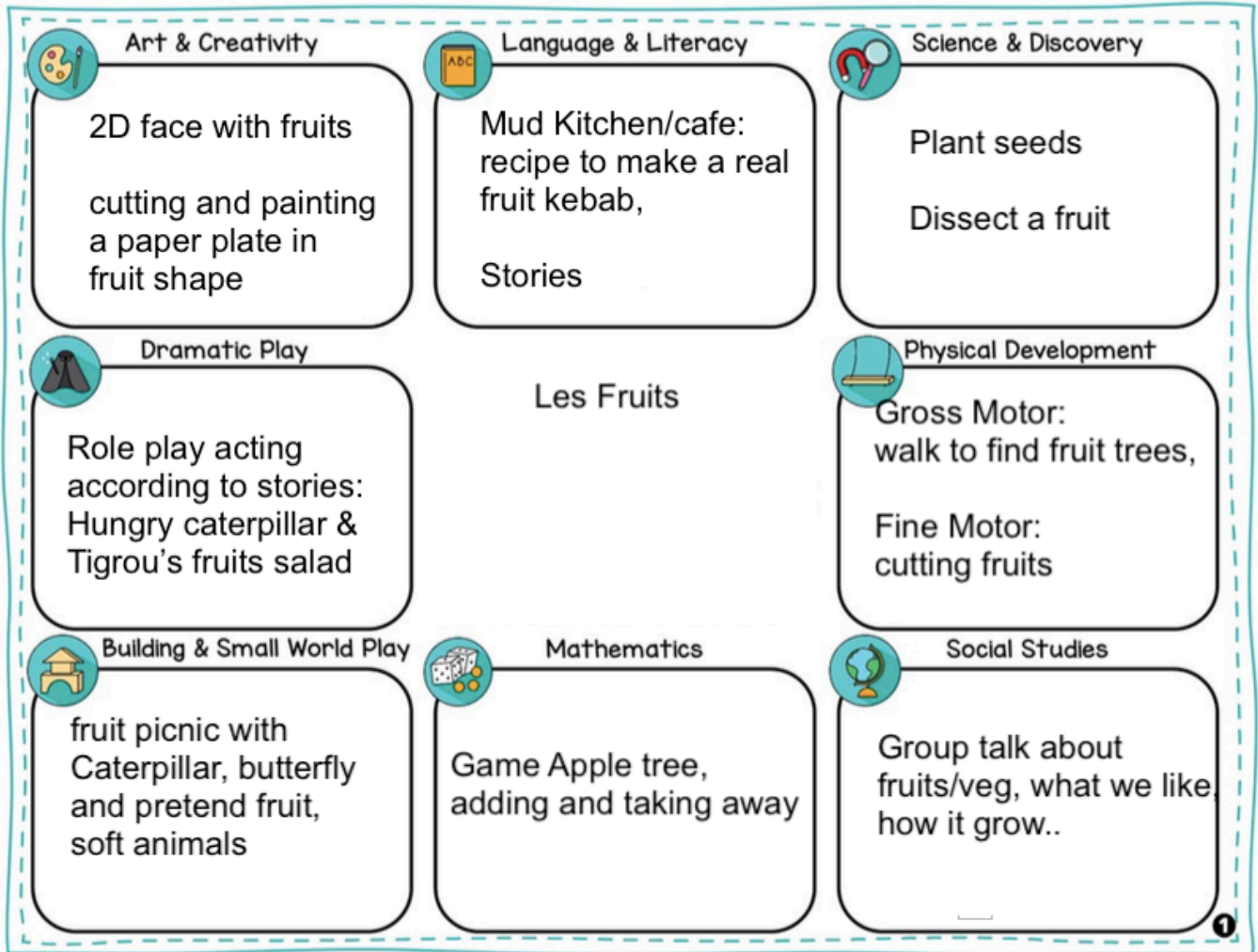
La maternelle des p'tits loups - daily routine

This is only as a guide line, times vary except lunch time.

Wednesdays	Thursdays
09.30 free play waiting for all to arrive	11.30 Welcome (register, golden rules, theme of the day)
09.45 Welcome (register, golden rules, theme) + snack	11.45 Lunch time + stories
10.00 Free play with a guided activity on offer	12.15 Toilet time, free play with a guided activity on offer
10.45 Toilet time before Exploration walk - active game	13.00 Exploration walk - active game
11.30 Lunch & stories	13.45 Group time related to theme + snack time
12.00 Group time - related to the theme	14.00 Free play with a guided activity on offer
12.15 Free play with a guided activity on offer	14.45 Meditation / song / music
12.45 Medication / song / music	15.15 Tiding up
13.15 Tiding up	15.30 Home time
13.30 Home time	
Theme:	Set up in the woods:
Autumn: all about me, friendship&kindness, My family, fall & leaves, nocturnal animals, woodland animals. Staying warm. Xmas	Coat/bag area for children , portable toilet , Protection tarps if raining Hammock with soft toys Display area related to daily theme (in giant plastic tray)
Winter: arctic & prehistoric animals, ice, looking after local animals, hibernation, emigration. French celebrations, start of sign of spring	Rope - different setting every week : walking , climbing, swing, ladder or spider web. Gardening area
Spring: weather, changes in nature (leaves..) birds, flowers, Easter, pond animals	Mud Kitchen + items linked to theme Story book area
Summer : fruits/vegetable, insectes, dinosaurs, fairy tales	Cars, cable cars, parking, diggers... Parcours
Theme and activities varies according to the children as Forest school is more a child led education . However, we do organise adult led activities to encourage French speaking .	Tables with activities such as art & craft or counting/ reading. Theatre

Appendix 7: La Maternelle & Farfadets - programs

- La maternelle des P'tits Loups - pre-school and reception : themes are developed in the daily program, here is an exemple of our planning :



- Les Farfadets :
 - From Reception age : We will offer 3 activities covering Numeracy, Literacy (in French , mainly comprehension and speaking) and science .
 - After welcoming the children and reminding the safety , we will present a poem, story or song which we will use as a base for the activities in the afternoon.
 - Our sessions include a meditating moment (musical , mouvement, breathing or listening to nature).
 - We are very happy to link with the mainstream school to support any special requirement to support the children's learning.

Appendix 8 : Medical Form



La Maternelle Les p'tits loups Medical Form

Child's name:	Date of birth:
Doctor:	
Doctor's address:	
Doctor's telephone:	
Do Does your child or the child in your care have any known medical problems or additional needs? (Please list)	
Please detail any medical needs your child has/medication taken: (please provide full details, if medication is needed an additional medication consent form will need to be completed)	
Does your child have any known allergies? (an Allergy Management Plan will be put in place where required)	
Does your child have any dietary requirements?	
Any other information relevant to your child's health	
Parent/Carer emergency contact telephone numbers:	

In the event that my child is involved in a serious accident I expect to be contacted immediately on the above telephone numbers.

In the event that my child requires immediate medical treatment before I can get to the hospital I hereby authorise the staff member present to consent to any emergency medical treatment necessary to ensure the health and safety of my child on my behalf.

Signed:

Date:

Appendix 9 : Permission to administer medicine Form



La Maternelle des P'tits Loups Permission to administer medicine form

Child's name:	Date of birth:
Reason for medicine:	
Name of medicine:	Storage requirements:
Dosage:	
Times to be administered:	

I give permission for medicine to be given to my child in accordance with the details above.

Parent's signature: _____

Parent's name: _____

Date: _____

- Staff at Maternelle des P'tits Loups will only be permitted to administer medication to your child if you complete and return this form.
- Under no circumstances will members of staff administer medication against the will of a child.
- Note that we can only administer medication containing aspirin if prescribed by a doctor.

If you have any concerns/queries, please contact the manager.

Medication receipt log

Medication received on	Received by	Medication returned on	Received by
[date]	[staff signature]	[date]	[parent signature]