

Outdoor Woodland Learning



Edgeborough Forest School Handbook

Author: Charlotte Nicholls Lead: Jayne Symons Updated: May 2025

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Site Information

Location

Edgeborough School,
84 Frensham Road,
Lower Bourne,
Frensham,
Farnham
GU10 3AH

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Edgeborough School OWL site backs onto Frensham Forest a significantly important section of the Bourne and Frensham Vale wildlife corridor. Within Frensham Forest lies an Ancient Woodland (circa 1600 AD). A number of protected species frequent the woods including brown long-eared bats which are not only protected but also of national importance. The woodland is also a transition haven for deer, badgers, rabbits, foxes, butterflies and protected species of amphibians along with many bird species including ground nesting birds, woodpeckers, buzzards and red kites.

Ethos and Aims

At Edgeborough we advocate the learning and developmental benefits of outdoor learning for the child. We recognise that children are stimulated by outdoor learning and that over time, opportunities to connect with nature have a very positive impact on the child's sense of self-belief, confidence, enthusiasm, communication, problem-solving and emotional well-being.

Pupils from the Pre-School to Year 2 enjoy a range of opportunities, to explore, engage with and learn through the natural environment, not least through our Outdoor Woodland Learning (OWL) programme.

Our aims through outdoor learning in the Pre-School and Pre-Prep is to:

- Enjoy and achieve
- Promote balance and well-being
- Develop respect and appreciation of nature
- Build on and further classroom core skills of communication, collaboration, independence and thinking.

History of OWL at Edgeborough

As recently as 2018, Edgeborough was without taught Forest School provision. That was until a nature-loving advocate and previous Edgeborough parent, Zoe Napier, nicknamed 'Badger', approached the Head at the time and put forward the case for weekly woodland lessons. After successfully winning her plea, she set up woodland provision, to take the name 'OWL' (Outdoor Woodland Learning) for children in the Pre-School and the Pre-Prep (Reception to Year 2). OWL provision at Edgeborough brought great happiness to many a child for some time.

In 2023, Zoe decided to move on to pastures new and I (Charlotte Nicholls) knew that it was my chance to advance beyond the classroom environment and follow my passion for being outdoors with the children. Having supported woodland learning and Forest School, both at Edgeborough and elsewhere for many years, it was an exciting opportunity to pursue.

Following completion of a truly inspiring Level 3 Forest School Leader Course and having taken on the role of OWL Lead at Edgeborough, I am left empowered, enthused and confident to advance the provision and share with the community my passion and knowledge of the woods and learning through nature.

Forest School Principles

At Edgeborough, we are entirely aligned with the ethos and recommended practices of the Forest School Association (FSA), from training of the Forest School leader by an FSA approved trainer, to the full 6 principles agreed by the UK Forest School community in 2011.

The 6 key principles:

Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations, and reviewing are integral elements of Forest School.

Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.

Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent, and creative learners.

Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

Principle 5: Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

Principle 6: Forest School uses a range of learner-centred processes to create a community for development and learning.

Staff Roles and Responsibilities

- Each class will be accompanied down to the woodland site each session by the OWL Lead, their class teacher or teaching assistant and another supporting adult.
- Each accompanying adult must read and understand the OWL handbook to enable them to support the OWL Lead.
- Each accompanying adult shall have training either through inset, team meetings or as part of their induction on the Forest School Principles.
- Regular head counts by supporting staff, specifically on arrival at the woods and prior to departure.
- Staff should ensure the children keep within the agreed boundaries and to support play and activities alongside the OWL Lead.

- The OWL Lead will ensure the woodland area is safe before entering at the beginning of each session.

Communication

In order to keep parents, staff and helpers informed of what goes on in OWL sessions at Edgeborough, the following is in place to ensure good communication:

- A copy of this Handbook is available on the school website or a hard copy can be produced on request.
- There will be opportunities for informal chats with the OWL Lead if parents, staff or helpers have any questions or concerns related to OWL.
- Basic session information will be shared with children and staff prior to each session.
- Parents will be invited to 'Family OWL Sessions' where they will be reminded of the Forest School Principles and the value of our provision.
- Forest School Principles delivered to all current staff, new joiners will receive this training during induction.
- The OWL Lead will regularly add updates to Tapestry to keep parents informed of activities and accomplishments.
- The Head of Pre-Prep and the OWL Lead will effectively communicate to parents developments and plans related to OWL.
- Senior Leadership will be informed of developments and progress in OWL through regular updates.

OWL Code of Conduct

Site Agreements

Walking to and from the site

The OWL Lead walks at the front of the line, one member of staff to walk at the back of the line.

When crossing the road, one member of staff leads the children across the road, The OWL Lead checks that the road is safe and stands in the middle so oncoming vehicles can stop whilst group is crossing the road.

The OWL Lead is to regularly complete head counts along the route to ensure children are all together.

Understanding the site boundaries

At the beginning of each session, the children will be made aware of where in the woodland they can explore and how far they can go.

If we are unable to see all the children, an adult will shout ‘1, 2, 3, where are you?’ The child should reply ‘1, 2, 3, I’m here.’ then stand still to listen for instruction.

Picking up and playing with sticks

Children will be allowed to carry sticks shorter than their arm’s length, considering how close they are to other children. Longer sticks can be dragged or carried with a child at both ends. Sticks must not be thrown.

Tree Climbing

Children are not to climb higher than an adult’s chest height. Children will be taught how to check if branches are safe to climb.

Rope and String Use

Children will be encouraged to use rope or string to connect or move items. All string and rope must be collected up at the end of the session.

Eating and Drinking

If we take drinks or snacks outside, we will ensure children use the hand washing station to clean their hands before eating their snack or drinking. Any foraged items will only be eaten when initiated and confirmed by OWL Lead.

Leaving the Site

At the end of each session, the children take part in a 'leave no trace' tidy up task. If artefacts are made using 'found materials' these may be taken from the woods. Shelters should normally be demolished, and materials brought into the woodland taken back into school at the end of each session. The site must always be left as it is found.

Toileting Procedure

All pupils are to use the toilet before the session starts. If a pupil needs the toilet during a session, they are to use the designated toileting area. All rubbish must be bagged up and taken back to the school site to be disposed of properly. Staff must remember to give children privacy and ensure they are not alone with any child whilst toileting during OWL sessions.

Safe use of hand tools

Use of all tools is risk-assessed, and tools are used with caution but also awareness that using small hand tools is an important part of outdoor learning as it enables children to develop new, practical skills that help them develop self-confidence.

General rules for tools:

- Children must only use tools under the supervision of the OWL Lead
- We ensure that children's tools are in toolbox when not in use.
- Tools kept in locked shed when not in the woods.
- Children always sit down when using knives and use away from body as trained.
- All children to sit an arm's length away from each other when using tools.
- Children do not help themselves to tools.
- Children do not walk around with tools.
- Saws are only used on the sawhorse.
- Children are trained to hold mallets, use hand drills and splitting tools correctly.

Tool maintenance and storage:

- Tools counted after every session of tool use.
- Tools checked and sharpened regularly by OWL Lead.
- Damaged or worn-out tools will be removed from circulation and replaced.

For more detailed information on how risk is managed during tool use, see OWL Tools Risk Assessment

Safe use of Fire

Fires are risk-assessed with stipulated safety measures adhered to. The fire is only lit during sessions when it is of use, such as to keep children warm or to prepare drinks or food. It is a fundamental part of Forest School that enables children to develop skills, confidence and builds a sense of community.

General rules for fire:

- It is safely situated with no tree/shrub cover, no overhanging branches and without any trip hazards.
- It is safely marked out with logs and the area is clear of leaf litter and debris.
- There is a main fire circle which is lit on some sessions by the OWL Lead.
- To reduce ecological impact, from time to time we will choose to use the Storm Kettle instead of a campfire.
- We supervise and teach children how to light a fire safely.
- Children are taught how to safely kneel by a fire, toast snacks, safely put out and dispose of a fire and use fire resistant gloves for kitchen utensils.

For more detailed information on how risk is managed during tool use, see OWL Fire Risk Assessment

Policy Requirements

In all instances, full school policies are available on the school's website:

<https://www.edgeborough.co.uk/policies/>

Behaviour

Edgeborough Behaviour Policy

Anti-Bullying Policy

During OWL sessions pupils need to follow the School Behaviour Policy. Pupils will be reminded of the OWL rules and behaviour expectations at the start of each session, these include:

- Follow OWL Code of Conduct
- Remain within the OWL boundaries
- Safe tool use
- Safe fire use

At Edgeborough, we believe that behaviour is communication and that our role, as educators, is to support, guide and show compassion towards the developing child. Any instances of distressed behaviour that may challenge will be discussed with Head of Pre-Prep to ensure the child is supported in self-regulating and personal responsibility.

In accordance with the school behaviour policy and anti-bullying and cyber-bullying policy, any bullying will be reported to The Head of Pre-Prep or/and a member of the Safeguarding Team recorded upon return to site on CPOMS.

In the immediate instance, OWL groups are always accompanied to the woods by either the Class Teacher or the Teaching Assistant, whose knowledge of the child will be sought to inform next steps.

Any instances of negative behaviour will be addressed immediately by discussing the matter with those that are concerned to formulate a resolution. In the instance of any serious negative behaviour, the supporting adults will accompany the child back to Pre-Prep before returning to the woodland.

Addressing Distressed Behaviour that may Challenge

We help children understand the connection between their actions and the resulting consequences.

When distressed or challenging behaviour occurs, the following principles (supporting the development of self-regulation and personal responsibility), apply:

- Recognition that young children are still developing impulse control and decision-making skills
- Awareness of SEND and the impact this might have on self-regulation
- Consideration of the child's circumstance and context (i.e. of ACES) that may affect self-regulation
- Consideration of the child's feelings in that moment (are they hungry, feeling unheard, tired, anxious?)

When approaching a situation where the behaviour is distressed or challenging, staff will:

- Approach the situation calmly in manner and voice
- Prioritise the safety of other children, the child and self
- Refer to the SAS approach of: Say what you see; Acknowledge the emotion; Support the child in managing the situation appropriately
- Use simple, clear language to explain cause and effect
- Offer physical/sensory comfort
- Provide logical consequences that relate to and are proportionate
- Guide the child to think about their choices and their impact
- Involve children in finding solutions to behavioural issues
- Use stories, role-play, comic strips to explore scenarios and consequences
- Consistently apply consequences that have been agreed-upon with the child
- Avoid punitive measures and always respect the child (never shame or humiliate)
- Help children identify alternative choices they could make in the future
- Seek assistance (from Room Leaders, Head of Pre-Prep or SENDCo) where needed
- Refer to Positive Touch Training/Policy where needed (physical restraint is only ever used as a last resort to prevent injury. In such a case the intervention is logged)

In cases where episodes of dysregulated behaviour are frequent or extreme, staff will:

- Work with the Head of Pre-Prep and SENDCo to draft a Pupil Profile and a Proactive Plan for the pupil which outlines potential triggers and recommended supports for the pupil.
- Make use of ABC charts to document incidents of distressed behaviour so that patterns may be identified and antecedents may form the focus of responses (i.e. the cause of the behaviour/communication)

Equal Opportunities

Edgeborough Equal Opportunities Policy

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

Missing Pupil

Edgeborough Missing Pupil Policy

The member of staff who discovers the absence should report this to the Head or his PA immediately or in their absence to the Senior Deputy Head, or in his absence another member of the Senior Leadership Team (SLT).

- If a child is found missing during OWL (in the woodland classroom) an alert for support should be made so that staff can bring pupils back to Pre-Prep/Nursery and assist with search.
- Gather all children together at the fire circle quickly by blowing the whistle.

- Whilst an immediate search of the surrounding area is undertaken by OWL Lead and a supporting adult, the PFA supporting adult should supervise all other children back to Pre-Prep/Nursery.
- OWL Lead to use radio or mobile to contact the Head or his PA (as above) and also Head of Pre-Prep to request immediate assistance in search.

Context:

This policy has been designed to inform staff of what to do if a pupil goes missing from school during the school day (that includes any times that pupils could be in the school i.e. boarding).

The Process:

If a pupil is missing at any time from the Edgeborough premises it immediately becomes a major issue of concern. Searches must be ACTIVE.

Reasons

1. Age of the pupils concerned.
2. State of the surrounding roads.
 - Most are major roads where the traffic travels at a rapid pace.
 - Very few have safe pavements to travel on.

Actions

- The member of staff who discovers the absence should first put a message on the Locating Pupils Team, to see if anyone knows where the pupil is.
- After 5 minutes, if the pupil has not been located, the member of staff should report this to the Head or their PA immediately, or in their absence to the Senior Deputy Head, or in his absence another member of the Senior Leadership Team (SLT).
- The time of the reporting of this information should be recorded by the Head's PA or SLT member.
- Checks will be made with the Front Office, music teachers, Matron, LEAP, School Counsellor and the Library.
- As many staff as possible need to be involved in the search. Definition of 'as many as possible' – all those who can be spared from their usual duties without compromising the safety of those pupils who remain on the premises.
- Members of the grounds and maintenance staff should be contacted by the Head's PA/SLT member to conduct a search of the grounds, down the A287 (both ways) and out the S/W end of Hillside Road. Travel initially in the direction of the missing pupil's home.
- Teaching staff should search the school. Empty classrooms – walk in cupboards etc.
- If the initial search has proved fruitless for 20 minutes, there should be a fire alarm and all pupils should be formally registered.
- If after the fire alarm there is still no sign of the missing pupil the police should then be informed.
- Additionally, parents of the child should be informed (by the most senior teacher

- available: Head, Deputy, etc - as above) of the situation and invited to the school – or to go home as the case demands.
- Even if the child is found in the 20 minutes, the parents should be informed,
- retrospectively, of what has occurred.
- If the absence occurs after the end of school when there are very few other members of staff available, the priority for staff should be to: Contact the Head, or other member of staff - who can then contact parents (who should be informed immediately in these circumstances) and other members of staff to come to Edgeborough to help look after remaining children in their care.

Use of the Police

Once whoever is leading the search (Head, Deputy, etc – as above) is satisfied that all reasonable steps have been taken to find the missing pupil have been unsuccessful, the police should be contacted.

Please contact the Surrey Police on 999 for emergencies or 101 for non-emergencies.

Additional considerations for Pre-Prep and EYFS Pupils

- In the unlikely event of a missing child, the following procedures should be followed (in addition to measures outlined above):
- Inside
- All children in that Year group remain safely together in one area (ratios are kept) whilst teaching assistants/EYFS practitioners/available teachers search the building and playgrounds, having alerted the Head of Pre-Prep.
- Try to ascertain the last place the child was positively identified.
- Report the incident to the Head (or the Head's PA/SLT member) and the school office, alert staff across the campus.
- Grounds staff instigate a thorough search of surrounding grounds (including woodlands) and drive.
- If the initial search has proved fruitless for 20 minutes, there should be a fire alarm and all pupils should be formally registered.
- If after the fire alarm there is still no sign of the missing pupil the police and parents should be informed. All requested information will be passed on.
- Even if the child is found in the 20 minutes, the parents should be informed, retrospectively, of what has occurred.

Outside

- Gather all children together quickly by blowing a whistle.
- All children taken inside and grouped in one area (ratios are kept), whilst teaching assistants/EYFS practitioners/available teachers search the surrounding area (playground, field, woods), having alerted the Head of Pre-Prep.
- Follow steps as above (when inside).

- If a child is found missing during OWL (in the woodland classroom) an alert for support should be made so that staff can bring pupils back to Pre-Prep/Nursery and assist with search.

Health and Safety

Edgeborough Health and Safety Policy

Edgeborough School sets out a clear statement of intent regarding the schools' approach to the health and safety of the children, staff and visitors to the school.

1. The Governors acknowledge that Edgeborough has a duty of care to ensure that all reasonable precautions are taken to provide and maintain working conditions which are safe and healthy for all the school's employees, volunteers, pupils, contractors and Visitors.
2. The Edgeborough Health and Safety Policy is reviewed and published annually and covers in detail how this duty is met and how Edgeborough complies with all the relevant Health and Safety statutory requirements and codes of practice.
3. As the most senior executive, the Head is responsible for the implementation of this policy within the school. Matters that cannot be resolved at this level must be referred to the Governing Body. The Senior Leadership Team is responsible for coordinating day-to-day activities and ensuring that this policy is implemented, whilst Heads of Departments are responsible for health and safety within their areas of responsibility.
4. Edgeborough, through all levels of management, is committed to ensure, so far as is reasonably practicable that it meets its health and safety objectives, which are:
 - To provide conditions and systems of work for all employees which prevent danger to health. This requires that risk assessments be carried out as appropriate to enable hazards and risks to be identified and to enable the necessary standards of safety to be adopted and enforced.
 - To ensure that all plant and equipment is maintained properly and that none will be used knowingly when it presents any risk to the safety of the staff or the public.
 - To provide a safe environment for all authorised visitors to school premises.
 - To provide comprehensive information, instruction, training and supervision, to ensure the health and safety at work of all employees and pupils. To ensure that the health, safety and welfare of all employees, pupils, and members of the public are under continuous review by management at all levels.
 - To ensure safe arrangements are made for the storage, handling and transport of hazardous articles and substances.
To ensure the school has and maintains up to date fire procedures and documents and ensure that all employees and pupils are familiar with them.

The success of this policy and meeting these objectives is largely dependent upon the

total co-operation of every person who works for the school, and indeed employees have a legal duty to:

- Take reasonable precautions in safeguarding the health and safety of themselves and others.
- Observe all health and safety rules and procedures as laid down by the School and use all health and safety equipment provided.
- Alert management to any potential hazard that they have noticed and report all accidents, incidents or near misses that have led, or may lead to, injury, illness or damage.
- Communication and Staff Consultation

6. We will hold staff meetings not less than once per term. Health and safety issues can be discussed at these meetings and any points raised will be duly minuted, actions taken accordingly or reported to the School's Health and Safety Management Committee if required.

7. The School Health and Safety Management Committee, which is made up of members from appropriate departments within the school, is the forum for the discussion of any significant Health and safety issues and meets termly. In addition, Health and Safety matters are reviewed at appropriate Governors' meetings to provide the necessary policy direction.

The following list is additional measures relating directly to OWL sessions. This is in addition to the whole school Health and Safety Policy.

- The OWL Lead is in charge whilst at OWL.
- The OWL Lead has overall duty of care for the children in his/her charge, but all adults are required to take all reasonable steps to ensure children are safe.
- During OWL activities are assessed using a risk benefit approach where the potential benefits of any activity outweigh the possible risks.
- All adult helpers must read this handbook and appropriate risk assessments and understand and agree to comply with the general operating procedures for OWL.
- The OWL Lead will carry a first aid kit and emergency items.
- The OWL Lead will always carry a mobile phone to make contact with the School Office.
- In the event of an emergency, the OWL Lead will ensure that the School Office contacts the emergency services.
- The OWL Lead will review the risk assessments before every trip to the OWL site.
- When tools are used the adult/child ratio will be always be 1:1, with the exception of potato peelers for stick whittling.

EYFS Supplementary Policy

EYFS Supplementary Policy

The EYFS Supplementary Policy has been developed in conjunction with the relevant and updated DfE guidance and legislation to ensure that each child has a happy and positive start to their school life at Edgeborough.

In content, this policy details all specific EYFS areas that are not covered in wider whole-school policy and provides an overview of EYFS provision.

Fire Safety Policy

Fire Safety Policy

If a fire occurs in OWL site, staff should use their whistle to quickly assemble children.
OWL Lead to blow whistle to assemble children.

OWL Lead to lead and a supporting adult to head count and walk at the back of the group as staff and children evacuate to the Astro pitch (as per Fire Evacuation Policy)

Radio call is made by OWL Lead to the school Office who will contact the fire brigade.

The safety of students, staff, visitors, and contractors is of paramount importance and is therefore given appropriate attention by our leadership and management teams. It is our aim that the work and education environment at Edgeborough is as safe from fire as can reasonably be achieved. Edgeborough School recognises its duty to prevent fire where reasonably practicable and to mitigate the effects of any outbreak of fire.

Edgeborough School is committed to complying with all relevant fire safety legislation and, in particular, the Regulatory Reform (Fire Safety) Order 2005. The school will also act with due regard to the guidance contained in the HM Government Fire Safety Risk Assessment guides relating to Educational Premises, Sleeping Accommodation, Offices and Shops, Small and Medium Places of Assembly, and Theatres, Cinemas and Similar Premises.

The School recognises that compliance with legislation is the minimum requirement and will therefore strive to improve upon the statutory minimum.

Supervision

Edgeborough Supervision Policy

In all OWL lessons (EYFS and Years 1 & 2) statutory ratios (considering qualifications and required training) are upheld. A mobile phone is taken to the woods to be used in cases of emergency as well as a radio linking to the school Office. Children are encouraged to toilet in the woods and a First Aid kit is taken to each OWL Session.

Only in unavoidable situations (i.e. injury, distress) will one staff member leave the others on their own. In such cases, they should seek assistance as quickly as possible from the Pre -Prep (remain in ear shot where possible) and return quickly to the site.

In both cases, drafted risk assessments are adhered to. Also see Early Years, Supervision and Pre-Prep Outdoor Learning Policy.

First Aid

Edgeborough First Aid Policy

First aid is the immediate treatment necessary for the purpose of preserving life and minimising the consequences of injury or illness until expert medical assistance can be obtained. First aid also includes the initial treatment of minor injuries, which will not need treatment by a medical practitioner. The object of first aid is to offer assistance to anyone injured or suddenly taken ill before expert help from a doctor or nurse is available, or before an ambulance arrives.

During OWL sessions, the OWL Lead has both a mobile phone and a radio linked to the Main Reception to use in case of First Aid emergencies. Supporting adults also have access to both devices.

In the instance of an emergency during OWL sessions, the OWL Lead takes lead and will administer First Aid whilst a supporting adult uses the radio/phone to call Main Reception for assistance or to call an ambulance, if required, whilst the other supporting adults supervise the children.

Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility.

The School are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection. The School promotes the welfare of our pupils at all times and considers their best interests when any action is taken.

Our School Safeguarding Policy is based closely on five documents: Keeping Children Safe in Education 2024, Working Together to Protect Children 2018, RSHE statutory guidance 2021, the Early Years Framework and Prevent 2015.

The OWL Lead and supporting adults should follow the guidance in the Safeguarding Policy, Whistleblowing Policy and/or the Low Level Concerns Policy in the instance of a disclosure made during an OWL session or concerns regarding the conduct of adults (including the OWL Lead and supporting staff) during OWL. The OWL Lead and all supporting adults have both a DBS and have undertaken Edgeborough Safeguarding training.

Disclosures During Session

If a child discloses abuse or concerning information during OWL, staff must:

Prioritise the child's safety and wellbeing above all else.

Reassure the child and remain calm; listen supportively without judging or making promises about confidentiality.

Believe the child and affirm that they did the right thing by speaking up.

Explain clearly that you will need to share this information with those who can help — never promise to keep it a secret.

Only share information on a need-to-know basis to protect the child's privacy.

Record the disclosure accurately — include what was said and any actions taken, paper and pens kept in OWL shed.

Minimise questioning — avoid leading or probing questions.

Act promptly — if a crime (e.g. FGM) is suspected, report it to the police within 24 hours. Seek support from the safeguarding lead if needed.

Key Personnel and Contacts:

Nick Thrower (Deputy Head Pastoral), Designated Safeguarding Lead (DSL)

nthrower@edgeborough.co.uk 01252 792495 or 01252 959419

Ellie Buckey (Head of Boarding), Deputy Designated Safeguarding Lead (DDSL)

ebuckey@edgeborough.co.uk 01252 792495

Gill Iffland (Year 5 teacher), Deputy Designated Safeguarding Lead (DDSL)

giffland@edgeborough.co.uk 01252 792495

Duncan Yates (Assistant Housemaster), Deputy Designated Safeguarding Lead (DDSL)

dyates@edgeborough.co.uk 01252 792495

Jayne Symons (Head of Pre-Prep), Deputy Designated Safeguarding Lead (DDSL) (EYFS)

jsymons@edgeborough.co.uk 01252 792495

Caroline Brown Safeguarding Governor Contactable via the Bursar, Sarah Riley

Mark Bishop Chair of Governors Contactable via the Bursar, Sarah Riley

Two members of the Safeguarding team are members of the school's Senior Leadership Team (SLT) If the DSL were to be away, the DDSLs would maintain the Safeguarding responsibilities for the school.

External Contacts

Local Authority Designated Officer

LADO 0300 123 1650 (option 3) lado@surreycc.gov.uk

Local Area Contact details: South-West Surrey 0300 123 1640

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Out of hours phone: 01483 517898 to speak to the emergency duty team.

Email: emails are dealt with during normal office hours. During evenings, weekends and bank holidays, the Emergency Duty Team is available. Their email is edt.ssd@surreycc.gov.uk

For concerns for a child or young person: cspa@surreycc.gov.uk

For concerns for an adult: ascmash@surreycc.gov.uk

Decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and the child. However, there is no suggestion that their consent is required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm. The Safeguarding Partnerships referral thresholds will be used by the DSL to assess the most suitable action in each case and determine the difference between a child in need and a child in immediate danger.

Privacy and Confidentiality

Edgeborough Privacy Notice for Younger Pupils

Tapestry Policy

OWL Lead will have a copy of photo permissions (including Tapestry consent), medical conditions and dietary requirements for the group in session. These are kept alongside the medical emergency kit. When not in session, these documents are kept securely in the Pre-Prep Managers Office.

Photos of pupils should only be taken on a registered school device and used internally, as per the photo permissions given by parents. These photos are stored to be removed from the school device every two weeks and either deleted or relocated onto the school secure Drive that is protected behind a Firewall.

All emergency contact information is available on Isams via the school Office who can be contacted on either radio or phone.

Complaints

Edgeborough Complaints Policy

It is hoped that most complaints will be resolved quickly and informally, normally within 14 days. Parents with complaints should, in the first instance, raise these informally with an appropriate member of staff. In most instances, these will lead to a satisfactory resolution. Any complaints relating to OWL should be made, in the first instance, to Head of Pre-Prep. If escalation is required, this will be as per the Complaints Policy.

Informal Stage (Stage 1)

It is hoped that most complaints will be resolved quickly and informally, normally within 14 days. Indeed, the overwhelming majority of parents' complaints are better addressed through informal resolution.

Parents with complaints should, in the first instance, raise these informally with an appropriate member of staff (which in most cases is likely to be the pupil's class teacher or form tutor). In most cases, this will lead to a satisfactory resolution.

Complaints made directly to a Head of Department, Head of Year, Deputy Head, or the Head will usually be referred to the relevant class teacher or form tutor unless the Head of Department, Head of Year, the Deputy Head or the Head deems it appropriate for him/her to deal with the matter personally. The Head of Pre-Prep will make a judgement on the allegation. Low-level concerns are logged on the Low-level concern log and discussed within the weekly Senior Leadership Team Meeting, with those deemed Complaints escalated immediately to the Head.

The class teacher or form tutor will make a written record of all concerns and complaints and the date on which they were received. Should the matter not be resolved within 14 days, or in the event that the class teacher or form tutor and the parent fail to reach a satisfactory resolution then parents will be advised to proceed with their complaint in accordance with stage 2 of the official complaints procedure.

Formal Stage (Stage 2)

If the complaint cannot be resolved on an informal basis and the parent remains dissatisfied, then they should put their complaint in writing, using the form attached, addressed to the Head. The written complaint should outline the nature of the complaint, why they remain dissatisfied, and the resolution sought. If the Head, or a decision taken by them, is the subject of the complaint, the written complaint should be addressed to the Head of Charterhouse, Charterhouse, Godalming, Surrey GU7 2DX.

In most cases, the Head will communicate with the parent, normally within 7 days of receiving the complaint, to acknowledge receipt. In some cases, the Head's initial communication itself will lead to a resolution of the complaint.

Upon receiving a written complaint, the Head may feel it necessary to carry out further investigations.

The Head will keep written records of all meetings and interviews held in relation to the complaint.

the reasons for the decision within 21 days of receiving the complaint. If it is inappropriate for the Head to deal with the complaint (e.g. because he is the subject of the complaint or has been materially involved in circumstances directly involved with the complaint), the Head of Charterhouse will (if necessary) investigate and respond in writing within 21 days of receiving the complaint.

If parents remain dissatisfied with the decision reached at Stage 2, they should proceed with their complaint in accordance with Stage 3 of the official complaints procedure.

Review Hearing (Stage 3)

Parents must only apply for a review hearing after the informal and formal stages above have been exhausted.

The application for a review hearing should be in writing using the form attached and must outline the nature of the parent's complaint, why they remain dissatisfied and the resolution sought. The letter should be addressed to the Clerk of the Governing Body, Charterhouse, Godalming, Surrey GU7 2DX and should be sent within 7 days of the date you received a written Stage 2 decision from either the Head or the Head of Charterhouse.

Review Panel

The Chair of the Governing Body on behalf of the panel, will formally acknowledge the application for a review hearing and schedule a hearing to take place as soon as time allows (normally within 21 days though this may take longer outside term-time).

The hearing will take place at the School or such other place as the Chair of the Review Panel should determine.

- The Head (unless this is considered inappropriate because he is the subject of the complaint)
- Other members of staff (if appropriate)
- Parents or those with parental responsibility
- The pupil (if appropriate)
- Clerk to the Governing Body or someone to take a note of the hearing

Documents

Proceedings

If the Head considers it necessary in the interests of the individual or the School that the identity of any person should be withheld, the Chair of the Review Panel may require that the name of that person, and the reason for withholding it, be written down and shown to the Review Panel. The Chair may direct that the person be identified.

Parents will be given an opportunity to have their say.

The meeting will be held in private. Electronic recordings of meetings or conversations are not normally permitted unless a complainant's own disability or special needs require it. Prior knowledge and consent of all parties attending must be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.

If possible, the Review Panel will resolve the parents' complaint immediately without the need for further investigation. However, the Review Panel can investigate further as it sees fit.

Decision

The Review Panel will consider the points raised by the parents and the evidence gathered and will make a decision about the complaint and make recommendations.

The decision and any recommendations of the Review Panel will be notified in writing to the parents, the Head, the Governing Body and (where appropriate) the person(s) complained of, by the Chair of the Review Panel, usually within 7 days of the hearing, subject to further investigations being required.

The decision of the Review Panel will be final. The School will not engage in further correspondence regarding the same complaint after it has been considered at all three stages of this policy. Repeated attempts made by parents to raise the same complaint after it has been considered at all three stages of this policy, will be regarded as vexatious.

A copy of the decision and any recommendations will be retained at the School for reference by the Head and the Governing Body.

In exceptional circumstances, in order to ensure a fair decision-making process, deviation from the foregoing procedure may be authorised by the Review Panel. Parents will be notified of any such deviations relevant to any review that they request. Any such deviation will be within the standards set out in The Education (Independent School Standards) Regulations 2014.

The School pledges to treat all complaints seriously and, so far as reasonably possible, all correspondence, statements and records relating to individual complaints will be treated confidentially within the requirements of the Education (Independent Schools Standards) Regulations 2014 except where the Secretary of State or a body conducting an inspection under section 108 or 109 of the Education and Skills Act 2008 requests access to them or where any other legal obligation prevails. Similarly, confidentiality is expected of the parents, the subject(s) of the complaint and any others who may be involved in the proceedings or have access to any related documents.

Please note that the number of formal complaints registered during the preceding school year (including those relating to boarding provision) is available from the School upon request.

Contacting Education Authorities

Copies of complaints may be sent to:

The Independent Schools' Inspectorate (ISI): info@isi.net

Ofsted: enquiries@ofsted.gov.uk

Appendix A: Ecological Impact Assessment

Factors	Impact	Considerations	Mitigation
Fire	Medium	Denudation of deadwood Soil compacts around fire Need of dry dead wood supply - Where to situate safely not affecting ground flora. Removing valuable dead wood habitat, possible spread of fires from dry organic matter, potential fires from above branches, area will be void of ground flora.	Fire only when appropriate (cooking, warmth, hot drinks on cold day) Harvest low value coppice product. Import firewood. Move fire area seasonally OR dedicate one area for compaction to limit problem in wider woodland. Only use the dedicated fire area. Ensure the fire is completely out before leaving site. Educate children and staff on natural habitat. Be mindful of seasonal changes to ensure minimum impact on seasonal growth and species. Return site to how it was found. Wood will be seasoned and stored appropriately for fire use.
Footfall	Medium	Trampling flora and fauna Disturbing leaf litter habitats Disturbing small mammal habitats (rabbits, bats) Regular use of trails, flora affected. Maintenance of bramble, maintenance/trimming of trails.	Meet with Grounds Team annually to ensure continued upkeep of pathways. Monitor seasonal changes within year one and produce action plan to support year 2 using seasonal fixed point photography. Review action plan in year 3 Walks will be a peaceful and educational experience. Ensure path is not close to setts and dens.
Coppicing / pruning	Medium	Alter natural habitats. Disrupt habitats	Ensure coppicing is sensitive. Only about 3 or 4 trees will be taken down annually. Be mindful of seasonal changes to ensure minimum impact on seasonal growth and species. Elder has been cut back to encourage more growth in the next few years.

			Trees from Woodland Trust have been re-planted to increase biodiversity. Seasonal fixed point photography ongoing.
Den Building and Tree Climbing	Low	Reduction of leaf litter effecting decomposition cycle Disturbance to habitats Damage to trees from ropes and leaning wood Damage to flora and fauna underfoot Erosion of soil around roots and bark damage. Weakening of branches and forks	Ensure to use established trees. Possible damage monitored. Trees will be alternated. Lots of trees and areas for rotation. Bark health will be checked.
Hunts, Exploration and Crafts	Medium	Damage to flora and fauna underfoot Picking berries, twigs, leaves causing damage to trees and plants Removing food from animals such as pinecones and berries. Environmental impact of non bio-degradable materials. Air miles and wider environmental impact of imported materials.	Encouraging the spreading out of group and inspire games which utilise a varied area. Remove only what is required. ‘No pick, no lick’ rules. Carefully source bio-degradable, environmentally friendly, local materials wherever possible.
Wild Toilet	Low	Pollution to flora and fauna Pollution of food for animals and insects	Located in least diverse areas on rotation. Supply of sawdust, leaf litter and woodchip
Snack	Low	Change in natural feeding habits of insects and mammals. Pollution of environment, litter, left over snack	Remove all litter when departing the woods. Take remaining or uneaten items back to school. Work with catering in an endeavour to source locally grown produce.

Appendix B: Risk Benefit Analysis

The woods are less predictable than a playground, the ground isn't even, the leaves haven't been sterilised and to some that may be daunting. However, there are so many benefits to each child from the experiences they gain in the woods. Nature fuels imagination, creativity and builds resilience, determination, and self-esteem.

These experiences do come with an element of risk. Largely, the benefit of experiencing these risks far outweighs the potential risk itself.

The below Risk Benefit Analysis demonstrates the advantages that come from the activities we partake in as well as the measures put into place to prevent or minimise the likelihood of any negative consequences.

Activity	Benefit	Risk	How to Manage Risk
Shelter Building	Resourcefulness Stay dry Pride in achievement Problem solving skills Team building	Rope burns, Grazes Slips, trips and falls Strains from lifting	Educate on safe lifting of sticks Team carry larger sticks Ratios and supervision
Collecting Natural Materials	Knowledge of plants Self-esteem Confidence	Pulled or strained muscles Ingestion of poison Allergic reaction	Talk about "Don't pick, don't lick..." Educate on safe foraging. Rules on longer sticks and team carrying
Games	Sense of community Builds trust Inclusion Self-esteem Confidence	Slips, trips and falls. Cuts, grazes, Bruises Other injuries	Talk about safely manoeuvring around woodland Ratios and supervision
Tool Use	Motor Skills Understanding of safe use Teamwork Managing own risk	Wounds Cuts Bruises	Talk about safe use. Role model Safety gloves Blade covers Maintenance of tools Ratios
Fire	Understanding instruction Managing own risks Sense of community Determination Resilience	Burns and Scalding Breathing difficulties	Talk about safety. Ratios Supervised at all time. Emergency procedures Safety equipment

Climbing Trees	Managing own risks		
	Teamwork		
	Determination	Could lead to falls, splinters,	Discuss safe climbing and heights.
	Resilience	cuts, knocks (rolling logs)	Safety check first climb
	Gross motor skills		Encourage team work.
	Self esteem		Supervise

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