



Culford

Eastfields Nursery
Policies Handbook

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Eastfields Nursery forms part of Culford School and the whole school policies can be found on the Culford School Website

Arrangements for the supervision of EYFS pupils throughout the school day

This policy covers children in EYFS and Key Stage 1.

This policy details supervision arrangements for the children in our setting. Children are supervised at all times. The safety of children is recognised as being of paramount importance. It is the responsibility of all staff to supervise children at all times and to ensure their safety. We adhere to early years ratios in Nursery: Children aged 1-2 will be on a 1:3 ratio and children aged 2-3 will be on a 1:4 ratio.

Breakfast club is available if pre-booked from 7:30 am – 2 members of staff are on duty every morning to deliver this.

The building door is opened at 8:00 am. The Nursery staff will greet the children at the door and once inside the child's classroom they will be handed over by their parent/carer to one of the Nursery assistants.

This is a plan of the Nursery day:

8:00am	Classroom opens
8:55am	Registration
8:50am – 9:30am	Free play/ planned activities
9:30am	Snack time
10:00am -11:55am	Free play/ planned activities
11:55am - 12:30pm	Nursery lunch
12:30pm	Quiet/ sleep time
1:10pm	Registration
1:10pm – 2:00pm	Free play/ planned activities
2:00 pm	Snack time
2:30 pm – 3:50pm	Free play/ planned activities
4:00pm	Tea time
4:30 – 6:00pm	Free play/ planned activities

The children are released directly to their parent/carer from the classroom by the Nursery staff. Key pads or a video entry system are used on doors at all times and doors are kept closed and locked to ensure children are kept safe.

When children leave a building they are supervised at all times by Nursery staff..

Where a person other than a parent or nominated person on the pupil information form is collecting a child a 'Permission to Pick Up' form must be filled in.

In Early Years parents have identified another carer who may pick their child up and have given contact details and a photo of that person. There are at least two members of staff in the building (which includes the adjacent fenced and covered outside area) at all times when children are present.

There are at least two members of staff in the Nursery building (which includes the adjacent fenced and covered outside area) at all times when children are present, and pupil-staffing ratios are strictly adhered to.

Assessment

At Eastfields Nursery we have 4 different assessment formats that we complete on all individual children during their time with us. These consist of the following:

Two year check - As part of the Statutory Framework for the Early Years Foundation Stage, we are required to review a child's progress between the ages of two and three. At Culford School Nursery we will:

- Give a short written summary of the child's progress in the three prime areas: Personal Social and Emotional development, Communication and Language development and Physical development.
- Highlight the areas where a child is progressing well; areas in which additional support might be needed and focus on any areas of concern of a developmental delay.
- Provide a targeted plan including strategies to adopt to address any issue or concerns.
- Discuss with parents and/or carers how the summary of development can be used to support learning at home.
- Encourage parents and/or carers to share information from the progress check with other relevant professionals including health visitors and teachers.
- Discuss with parents when is the most useful point to provide a summary. This should, where possible, be provided in time to inform the Health and Development review by Health Visitor at age two.

Dear.....

Progress check at age two [insert child's name]

We are writing to inform you about the new progress check between the ages of two and three which is a requirement of the Early Years Foundation Stage (EYFS) 2012. Every child we look after must have one, normally towards the end of their first term with us.

We would like to work with you to support your child's development at every age and this progress check is just another part of this process. Your child's key person [insert name], will be completing the check and will talk to you about it in detail before it is carried out.

The progress check at age two is different from the NHS health check (sometimes called a development review) and both checks are important. Please make sure that you take your child to their health check, if you are invited to one.

The aims of the progress check at age two are to:

- review your child's development, identify their strengths and see if they need extra support in any areas;
- make sure that you understand your child's development and that we know about their interests and needs so we can support them;
- help you to support your child's development at home;
- agree how we can work together to support your child's development including how we work with other health professionals if necessary.

Once we have completed the progress check, we will discuss it with you and provide a written summary. This will focus on the three prime areas of the EYFS:

- Personal, social and emotional development
- Communication and language
- Physical development

As mentioned, the progress check at age two is different from the NHS health check that is done at the same age. The best way to make sure your child gets the most from these two checks is by taking their progress check summary to their health check. If your child's health check has already taken place, we can still share the progress check summary with your health visitor.

Please do not hesitate to ask if you have any question or concerns

Your sincerely

Tapestry – This is used to complete observations and upload photographic evidence of children's learning whilst also linking their learning to the EYFS and Characteristics of Effective Learning. Each child's Key Person is responsible for ensuring that observations are completed and linked appropriately on a weekly basis and these are then checked by the Manager. Once checked they are sent to parents to enable them to monitor their children's learning and development and also use the online learning tool to upload photographic evidence and learning that their child has done at home. Each child's learning journey is printed and a hard copy of this is kept and sent with the children when they leave Eatsfields Nursery.

Tracking – This is completed on all children at Eastfields Nursery every October, February, May and August. Each Key Person is responsible for highlighting areas of learning that the child has met. This is then translated by the Nursery Manager into a code and points system used within the Nursery and Pre-Prep. This enables all staff involved in the child's learning and development to track where they are within the EYFS.

Wellcomm – Upon joining Eastfields Nursery, all children have a Wellcomm assessment completed on them by the Nursery Manager, one month after their start date and then every April. This allows all practitioners to be aware of where the child is with regards to their learning and development and will also highlight any areas of concern such as communication and/or listening and attention. Any concerns from this assessment would then be highlighted and appropriate action for the individual child would be suggested.

Behaviour Management – Policy and Practice

We believe that children flourish best in an ordered environment in which everyone knows what is expected of him/her and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:-

- All adults will provide a positive role model for the children with regard to friendliness, care and courtesy and offer strategies for handling any conflict.
- Rules governing the conduct of the Nursery and the behaviour of the children will be discussed and agreed within the Nursery and explained to all newcomers.

- All adults in Nursery will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- Adults in the Nursery will praise and endorse desirable behaviour, such as kindness and willingness to share.
- Positive steps will be taken to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

When children behave in an unacceptable way:

- They will be given one-to-one adult support in seeing what was wrong and how to cope more appropriately. Where appropriate, this might be accomplished by a period of 'time out' with an adult, or any other appropriate behaviour modification.
- Physical punishment, such as smacking or shaking, will neither be used nor threatened.
- Techniques intended to single out and humiliate individual children such as the 'naughty chair' will not be used.
- Physical restraint, such as holding, will be used only to prevent physical injury to children or adults and / or serious damage to property. Any significant event of this sort will be recorded, and the parent informed the same day.
- In the case of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, by means of explanation rather than personal blame.
- In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
- Adults will not shout or raise their voices, in a threatening way.
- Adults in the Nursery will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Any behavioural problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs and / or emotional upset at home.
- Recurring problems will be tackled by the Nursery, using objective observation records to establish an understanding of the cause.

Bottle making Policy

When bringing children's bottles and milk into nursery parents / carers are asked to bring sterilised bottles, with the boiled water measured into each bottle. Parents / carers must also bring in individual or divided pots with powder measured out in each pot for each bottle or individual cartons of formula milk.

Each morning parents must fill in the child's day book indicating the time the bottle needs to be given and whether this needs to be warmed in the bottle warmer or given at room temperature.

When making children's bottles staff must follow the following procedure:

- Wash hands
- Mix the powder into the child's water.
- Ensure bottle is mixed thoroughly.
- Cartons of ready mixed formula milk are to be poured into sterilised bottles, no milk is to be stored.
- If the child requires bottle to be heated use the bottle warmer or a jug of boiled water.
- Prior to serving to the child you must:
- Shake the bottle well to ensure it is heated evenly.
- Check the temperature on adults wrist to ensure it is not too hot or too cold.
- Feed baby in child's comfortable position.
- If for any reason bottle needs to be cooled, use a jug of cold water.

- Any unfinished bottles must be discarded after 1 hour of making.

Sterilising

All feeding utensils (spoons and drinking cups) must be sterilised for all children under the age of one year's old. Staff must consult with parent / carer once the child has turned one years old to ensure that they are happy for their child to have cows milk going forwards.

Code of Behaviour

To be read to the Early Years children:

1. Be kind and helpful to everyone.
2. Look after other people's belongings.
3. Be polite and listen to other children and adults.
4. Look after the toys and always help to tidy up.
5. Remember to share the toys.
6. Always tell the truth.
7. Do as you are asked.
 - a) Remember not to run.
 - b) Sit properly on your chair.
 - c) Do not fight, kick or hurt people.

With the provision that the care and safety of the child is paramount, we do all in our power to support and work with the child's family.

Complaints Policy can be found on the school website

Confidentiality Policy

The Nursery work with children and families will sometimes bring it into contact with confidential information. To ensure all those attending and working in the Early Years can do so with confidence, confidentiality will be respected in the following ways:

- Parents will have ready access to the files and records of their own children, but will not have access to information about any other child.
- All records will be kept on the Culford School database or in the main Nursery office in a locked cabinet.
- Issues relating to the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved in making decisions on personnel (the Finance Department and Head of Early Years).

- Staff will not discuss individual children with people, other than the parents of that child, other than for the purpose of educational and emotional needs, curriculum planning and management of the Nursery/Pre-Prep.
- Any concerns/evidence relating to a child's personal safety will be kept in a confidential file held by the Nursery Manager Zoe Lough.
- Information given by parents / carers to the Nursery will not be passed on to other adults without permission. Information will be shared with other staff.
- Any students / parent helpers working / attending the Nursery will be advised of the confidentiality policy and required to respect it.

Diet Policy and Practice

The sharing of refreshments and meal times can play an important part in the social life of a Nursery, as well as reinforcing children's understanding of the importance of healthy eating.

At the Nursery we ensure that:

1. All meals and snacks provided are nutritious, avoiding large quantities of fat, sugar, salt, additives, preservatives and colourings. The Nursery does allow other foods to be brought into the Nursery such as birthday cakes. However, when there is a child with a specific allergy, parents are made aware and the ingredients of food are checked so the Nursery staff are still in control of the food provided.
2. Menus are planned in advance and the food offered is fresh, wholesome and balanced.
3. Menus of meals/snacks are displayed for the information of parents.
 - protein for growth
 - carbohydrate for energy
 - essential minerals and vitamins in raw foods, salads and fruit.
4. Children are offered snack-time in the morning, lunch-time at noon, a snack in the afternoon and a light tea in the evening.
5. Water is constantly available.
6. Milk (semi-skimmed and pasteurised) will be offered at all snack-times unless parents request their child to have an alternative, or if their child has an allergy to milk. Water will always be offered as an alternative.
7. No child will be left alone whilst eating.
8. Parents must complete a Health Questionnaire before a child starts Nursery. Staff will then discuss with parents the child's dietary needs, including any allergies and make appropriate arrangements to meet them. If special foods have to be brought in by the parent for their child, this will be agreed in consultation with Nursery staff.
9. A diet encompassing food from a range of cultures ensures that children from all backgrounds encounter familiar tastes and that all children have the opportunity also to try unfamiliar foods.
10. The dietary rules of religious groups and also vegetarians / vegans, are known and met in appropriate ways.

Early Years EAL Policy

Some children with EAL join Culford every year whether into the Nursery or the Pre-Prep. The principles of good practice for children learning English are the principles of good practice for all children. Home languages are vital as a foundation for knowledge about language and

will support the development of English. It is important that parents are reassured that maintaining the child's home language will benefit the child in developing their skills in English.

In the Early years at Culford the curriculum is inclusive for all. We acknowledge:

- English should not replace the home language, it will be learned in addition to language skills already learned
- Children learning EAL are as able as any other children and the learning is pitched appropriately
- Visual resources are a huge support to EAL children
- Some children will pass through a 'silent phase' when learning a new language- this may last a few months but is not a cause for concern. Children may understand more than they can say
- Understanding is always in advance of spoken language, children should not feel under pressure to speak until they feel confident, however, it is vital that adults continue to talk to children

The key worker is vital to a child's development and plays an important role in ensuring the child's parents or carers feel included and are able to participate in their children's care and learning experiences in the setting

- We need to ensure that names are correctly pronounced
- Need to give children 'time out' from English to think their own thoughts
- Understand and be patient that children may go through a 'silent period' at some stage.

Understand and respond to culturally diverse child –rearing practices

We will try to learn a few phrases of a child's home language to show your respect and interest

- We will try to find ways to listen to children's voices when we cannot understand what they are saying to us
- We need to be aware of what our setting feels like and sounds like when a child cannot understand much of what is being said.
- We will appreciate how tiring it is to listen to a language when we cannot understand it for long periods of time
- We will actively make families feel welcome
- The physical environment should give all children the opportunity to make independent choices; this will enable us to observe what interests a child has and begin to develop language to support those activities
- Opportunities for outdoor play are beneficial as children tend to be less inhibited in their language use in an outdoor environment
- We ensure that all EAL children understand routines and know what they can access independently
- We create an environment where linguistic and cultural diversity are visibly celebrated
- The EYFS setting is an ideal environment for children to learn English as an additional language
- Modelling is important for introducing children to new language structures and vocabulary, children need to hear language used in a meaningful context
- We will encourage children by using open ended questions to help encourage their use of language
- Recasting or remodelling language provides a positive way of dealing with errors
- We will carefully enunciate words and phrases with appropriate gestures and expression
- Repetition is important in songs, stories and poems
- We will 'self-talk' through activities, giving children a commentary on their actions. Or parallel talk also helps- when the adult talks through what the child is doing.
- Children need time to think and reflect and quietly absorb language around them

- Language is best used in a meaningful way, talk about playing in the sand or with the bricks
- Children learn language from their peers and will be more ready to practise their language in play away from the gaze of adults
- First hand activities provide the most effective context for learning language. eg a cooking activity
- A visual timetable is used which helps to support language development alongside concept development

EAL children require space and time, patience and support, thoughtful provision and acknowledgement of their skills in their home language and this will give them confidence to achieve in English.

Equal Opportunities policies can be found in the Employment Handbook.

Forest School Policy

Through utilising the vast parkland where Culford Pre-Preparatory is situated, Culford Pre-Prep and Nursery provides opportunities for the children to gain an insight into the Forest school ethos. The Forest Schools approach, which takes place throughout the year encourages children to take ownership of their own unique learning and develop skills of independence using their imagination and taking manageable risks within clear boundaries. Forest Schools is a holistic approach to learning where you look at the unique child and develop skills for lifelong learning. Forest Schools builds self-esteem and confidence as the children develop emotionally and spiritually. Forest Schools encourages children to participate in small manageable tasks where they can succeed. Forest School links to different areas of learning within the Early Years Foundation Stage Curriculum and National Curriculum. The establishment of positive relationships with peers and adults are also important to this development. Children will learn from their peers and share ideas to develop their own learning. The child's interest is the key focus to all activities. At Culford Pre-Prep and Nursery Forest School sessions, we aim to provide the children with the time and space to explore and experience the natural environment through first hand practical activities. Forest School takes place all year round and will only be cancelled in the event of extreme adverse weather conditions. Culford Pre-Prep and Nursery has many additional policies which will be adhered to alongside the Forest School policies within our woodland. Forest School sessions will only be led by one of the qualified Forest school leaders and be assisted by at least one additional member of staff. No sessions will take place within the Forest School area without a qualified Forest School leader present.

The Forest School leader will have the overall responsibility for:

- Risk assessments for each session, pre-visit site checks and continuous safety monitoring.
- Planning sessions with differentiation to meet the unique child's needs.
- Ensuring all the required equipment is taken to the forest.
- Administration of First aid and carrying the first aid kit.
- Supervising the use, cleaning and storing of tools.
- Other staff will model good practice throughout the session. They will carry out delegated roles and responsibilities, extend the children's learning where appropriate by

asking open-ended questions, support the children in managing their own risks, remind the children of rules and boundaries and support the Forest School leader to run the sessions.

Forest School codes of practice

Boundaries

At the start of every session the children are made aware of how far they can explore. Should a child wish to explore a hidden area adults should be aware and supervise from a short distance. If a child should become lost they should shout '1, 2, 3 where are you?' and the group will stop what they are doing and shout '1, 2, 3 I'm over here'. This has been introduced to them through a game and practised many times.

Picking up and playing with stones

Children are allowed to play with the stones; they will be discouraged from throwing them gently or with force.

Playing with sticks

Children can carry sticks shorter than their arm's length but they will be encouraged to consider others when doing so. Longer sticks can be dragged or carried with a child at both ends. Sticks must not be thrown or pulled off living trees.

Tree climbing

Adult: child ratio must be 1:1. Before this activity can take place the forest ground should be checked for sharp objects and the 'climbing trees' for loose and rotten branches. Children are allowed to explore to their own limits but adults should be near enough to catch if one should fall but far enough away to not be invasive.

Rope and string use

Children are encouraged to use ropes and string to connect and transport objects. The children are not permitted to tie others up. The adult should model appropriate knots for the purpose they are being used for.

Carrying & transporting materials

The children should be encouraged to roll, lift, drag and pull materials, either by hand or using ropes. The safe way to lift, by bending your knees and keeping a straight back should be modelled by all adults. Heavier objects can be rolled, dragged or carried by more people.

Digging

Children will be allowed to dig in designated areas and discouraged from digging on the main pathways.

Behaviour policy

Respect for others

At Culford Nursery we look for fulfilment and enjoyment. We respect and encourage each other as individuals and as members of teams. We also encourage inquiry, hard work, high standards and competition. We take pleasure in each other's achievements and we never mock each other's effort or failure. Every child and adult has the responsibility to contribute to this ethos.

At Forest School we aim to:

- Build self-esteem, independence and the motivation to learn whilst ensuring it takes place in a safe environment.
- Raise awareness of the need to respect and care for each other and the natural environment.
- Highlight the importance of collaborative behaviour.
- Continue the expectations of acceptable behaviour inside into the outdoor environment.
- Encourage children and adults to take pride in their achievements.

For these aims to be achieved, certain standards of behaviour must be continuous and reinforced with clear expectations of what are acceptable actions and the consequences of unacceptable behaviours. All staff will model good practise throughout the Forest School sessions. The sanctions and rewards will link into the schools rewards and sanctions. Forest School merits may be given for good work, behaviour, cooperation, working as a group to name just a few.

Where sanctions need to be given the Forest School leader will follow the following steps:

1. They will attempt to try and re-engage the child in the first instance.
2. A verbal warning will be given by the Forest School leader or other adult by reminding them of the importance of acceptable behaviour.
3. A time out activity will be given. They will be removed to a different activity.

If the actions of the child are placing others or themselves at risk they will be dealt with in the following way:

- If enough adults are present the child will be taken back to Nursery. If there are not enough adults the school will be called and additional assistance requested.

Signed: Kirsty Trow, Natasha Rodwell & Melanie Anderson

Date: 22nd May 2019

Review date: 22nd May 2022

Child Protection

The DSL of Culford Pre-Prep is responsible for child protection and safeguarding issues. Under the Children Act the Headmaster of a school has the right “to do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child’s welfare”.

In the event of Forest School staff becoming aware of a child protection and/or safeguarding issue, it must be referred immediately to the Forest School leader who will inform the DSL who will decide what action to take. It is important to keep detailed records of any information which becomes available in connection with a child protection and safeguarding issue.

There may be a clash between the wishes of a pupil to keep matters confidential and the legal responsibilities of the school:

- Do not make promises: be honest and set clear limits to your discussion of a situation.
- Do not keep anything illegal, damaging or threatening covered up.
- Make it clear that others may need to be consulted and try to enlist the pupil’s agreement.

All Forest School staff are subject to formal checks through the Disclosure and Barring Service (DBS). Their appointment is subject to receipt of a satisfactory check. To safeguard children and staff no adult is left alone with children. Child protection training is attended by all staff every three years and the DSL attends regular training and meetings on a termly basis.

Procedure in the Case of Suspected Child Abuse

All staff must be aware that any child within the school may suffer physical, sexual or emotional abuse, or neglect; at home, in school or away from both settings. Abuse may be perpetrated by parents, or those having parental responsibility, siblings, staff, other adults or other children. Sadly, abused children are found in families from all social groups and in all settings. Colleagues should, therefore, be sensitive to behavioural and physical indicators which may draw attention to the possibility of abuse. When members of Common Room see any signs which cause them concern they may have the opportunity to seek information, with tact and sympathy, from the child. If not, they should report their concern to the DSL.

If abuse is suspected, it will be essential to have a record of all information available. Colleagues should note carefully in writing what they have observed and when they observed it. Signs of physical injury should be described in detail or sketched. Any comment by the child concerned, or by an adult who may be an abuser, about how an injury occurred should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made.

If a pupil discloses that any form of abuse has taken place, colleagues should be aware that it is often all too easy to discount allegations made by children. A sensitive and caring response is, therefore, essential. No attempt should be made to challenge or undermine a child's story.

Great care must be taken to ensure that actions taken by any person to whom disclosure is made do not contaminate future evidence or impede investigation. This means that once the disclosure has been made, any questioning must be limited to the minimum necessary to seek clarification and should avoid leading the child by making suggestions or asking questions that introduce the adult's own idea of what may have happened.

Staff will not give absolute guarantees of confidentiality to children or adults as they are bound by professional ethics to ensure that all allegations of abuse are reported. They can reassure the child or adult that such information will be restricted to those persons who need to know, in order to ensure that such matters are appropriately dealt with. Sources of such information will be regarded as confidential, where this does not conflict with the safety of the child. The child will be told what is likely to happen next but, although it is appropriate to agree to support the child throughout the investigation process, it is not helpful to make promises that it is not possible to keep. The matter should be referred immediately to the DSL or a Senior teacher in her absence.

A more in-depth child protection (safeguarding) policy can be found in the schools handbook.

Signed: Kirsty Trow, Natasha Rodwell & Melanie Anderson

Date: 22nd May 2019

Review date: 22nd May 2022

Equality and Diversity

All children will be included with all activities and no form of discrimination will take place. Reasonable adjustment will be made to make Forest Schools inclusive for all. Inclusion is evident in Forest School activities regardless of a child's ability, gender, race or culture.

- At Forest School every child will feel valued and achievements celebrated.
- Activities will be inclusive.
- Children and adults will feel secure and accepted allowing them opportunities to flourish.
- Any signs of discrimination or exclusion will be addressed immediately. Culford Pre-Prep has an inclusion policy, Special educational needs policy and Equality policy which will be adhered to during Forest School sessions.

Signed: Kirsty Trow, Natasha Rodwell & Melanie Anderson

Date: 22nd May 2019

Review date: 22nd may 2022

Health and Safety

Forest School ethos encourages the children to develop their own risk management skills. This enables them to gain responsibility for themselves and others. Rules and boundaries will be established with the children and refreshed at the start of each session. No child is allowed to go onto the grass area to the side of the forest near the road without an adult. Adult to child ratios will be at least 1:8 as Forest School takes place on the school site.

- The site being used for Forest School will be assessed on a seasonal basis to monitor the impact the sessions have on the environment. Each term a 5 step risk assessment will be carried out on the site. These steps are:
 1. Identify the hazards.
 2. Decide who might be a risk and how.
 3. Evaluate the risk and decide on precautions.
 4. Record the findings and implement the measures required.
 5. Review the risk assessment and update on a termly basis.

A sessional risk assessment will be completed prior to every visit to the forest. Tool and equipment risk assessments will also be completed on a sessional basis.

Forest School will not take place in the Forest if there are high winds or adverse weather conditions. The Forest School leader will assess the weather conditions regularly and evacuation of the site will take place if diverse weather emerges during any session.

All adults and children will be appropriately dressed to go into the forest. This includes sturdy closed toed footwear, long sleeve tops and long trousers all year round. Extra layers will be encouraged and a water proof coat and waterproof trousers will also be worn. Children will be asked to provide hats, scarves and gloves too. A sun hat should be worn in the summer. The school has a limited stock of these items to enable all children to enjoy the Forest School session. If the fire pit is developed a risk assessment will be carried out and children and adults made fully aware of the safety rules linked to having a fire.

The Forest School leader will always be present at Forest Schools sessions. This policy is in addition to the schools Health and Safety policy and Safeguarding policy to enhance all aspects of health and safety.

- **Risk assessments will include:**
- A site risk assessment of the Forest School area.
- Individual risk assessments for tool use.
- Rope and string
- Shelter building
- Collecting natural materials

Signed: Kirsty Trow, Natasha Rodwell & Melanie Anderson
Review date: 22nd May 2022

Date: 22nd May 2019

First Aid

All staff at Culford Pre-Prep and Nursery hold a valid general and paediatric first aid certificate and will administer first aid if needed. The Forest School leader has an enhanced First aid certificate specifically covering First aid in the outdoor environment.

There will be a First aid kit taken into the woodland area and additional first aid equipment is available from the schools medical centre or Culford Pre- Prep school building.

All staff and volunteers will be made fully aware of individual medical needs and will ensure inhalers, epi pens and other medications are taken into the woods and stored in a safe designated area, where all staff know there locality should they need them.

The Medical Centre

(01284) 385501/ 07902 236897

Culford Pre-Prep

(01284) 385412

Culford Nursery

(01284) 385355

The first aid kit will be regularly checked and replenished. It is the responsibility of the Forest School leader to ensure that the First aid kit is fully replenished before each session. A bottle of water will also be kept solely for first aid purposes.

Signed: Kirsty Trow, Natasha Rodwell & Melanie Anderson

Date: 22nd May 2019

Review date: 22nd May 2022

Emergency procedures

In the event of a medical incident occurring the following emergency procedure will be put into practise by Kirsty Trow/ Melanie Anderson/ Natasha Rodwell (Forest School Leaders).

- Anyone who witnesses or is involved in an emergency must alert KT/ MA/ NR or another member of staff immediately who will then inform KT/ MA/ NR.
- The designated adult will gather and seat the remainder of children away from the emergency but still nearby whilst KT/ MA/ NR administer first aid. The adult will remain calm and reassure the children to remain seated and will offer support to KT/ MA/ NR if required.
- Helper two will summon emergency help using the mobile in rucksack. They will ring the school and notify them of the incident and ask for additional assistance
- The school will call the parents. Any other adults will remain with the children.
- The Forest school leader will decide on appropriate action and instigate this. If a fire is lit this will be extinguished by an adult. Tools will be collected and stored safely. Any other equipment will be left out.

- When extra help arrives the group will be safely walked back to school. The Forest school leader and another adult will remain with the casualty and await emergency services if necessary.

In the event of a fire:

- If the fire has spread out of control and attempts to extinguish the fire have failed, the Forest School leader or assistant will blow a whistle and shout FIRE. On hearing this all adults and children will stop what they are doing and follow instructions immediately. (e.g. walk to Mrs xx)
- All children will be accounted for and everyone will evacuate immediately.
- Evacuation will be swift to a safe place via the safest route.
- Forest School leader to call the fire brigade and school to notify them of the incident.
- Children will be walked back to school.
- Forest School leader will wait for the Fire Brigade to arrive.

In the event of a missing child:

- If you suspect a child is missing please alert Forest Leader immediately or another adult who will inform KT/ MA/ NR.
- A whistle will be blown and the children will be asked to meet at the log circle. A role call will be conducted and all the children accounted for.
- If a fire is lit, extinguish immediately.
- Tools to be collected by adult and stored in the designated area.
- A sweep of the site will be conducted by KT/ MA/ NR and other adults.
- If the person is found the Forest School session will continue.
- If the person is not found within five minutes, the school will be notified and a search party organised. The other children will be walked back to school safely.
- The police will be called by the Forest School Leader.
- The search will continue until the child is found. The parents will be notified by the school.
- Signed: Kirsty Trow, Natasha Rodwell & Melanie Anderson
- Review date: 22nd May 2022

Date: 22nd May 2019

Hygiene policy

- All children will go to the toilet prior to going to the Forest School session.
- There will be a designated area towards the rear of the woodlands for emergency toilet use. This will include a bucket and bin liner. This will be removed from the site at the end of the session and disposed of in an appropriate way.
- Water, soap and hand sanitizer will be used. A trowel will be available in the shed.
- Before having snack all the children will wash their hands using water and soap.
- Baby wipes are also available in the rucksack.

Signed: Kirsty Trow, Natasha Rodwell & Melanie Anderson

Date: 22nd May 2019

Review date: 22nd May 2022

Photography policy

As you would expect, Culford Pre-Prep likes to share our pupils' achievements with the Culford community and beyond through newsletters, press releases, prospectuses and on our website.

One of the most enjoyable and effective ways of doing this is by the use of photographs. However, we take very seriously the issue of child safety in connection with the use of images of children in the public domain. Whilst their involvement may be motivating for pupils, and good for the School, we naturally have a duty of care to our pupils and are concerned that we should only use photographs with parents' consent. When enrolling at the school parents/guardians are asked to complete a form stating if their child can or cannot be photographed and these pictures be used in the public domain. This will be reviewed regularly and staff will be notified of any changes. There are currently children in Pre Prep who cannot be photographed.

Signed: Kirsty Trow, Natasha Rodwell & Melanie Anderson

Date: 22nd May 2019

Review date: 22nd May 2022

Supervision

A minimum ratio of 1: 2 will always be adhered to. The children and adults will agree boundaries. These boundaries will be discussed at the beginning of every Forest School session. An adult will always supervise tool use on a 1:1 basis. The adults will be situated in various positions around the Forest as designated by the Forest School leader. Staff will be responsible for the supervision primarily in these areas but also throughout the woodland.

Signed: Kirsty Trow, Natasha Rodwell & Melanie Anderson

Date: 22nd May 2019

Review date: 22nd May 2022

Tool Use policy

- ✚ Children and adults will be trained to use the different tools by the Forest School leader.
- ✚ Other adults may supervise the children if they feel they are confident to do so. They will follow the guidelines as demonstrated by the Forest School leader.
- ✚ The children will be encouraged to sit/ stand in a safe manner dependent on which tool they are using.
- ✚ Adults and children will ask permission from the Forest School leader to use any of the tools.
- ✚ Tools are not permitted to be walked around with.
- ✚ Any safety covers will be put on after each use.
- ✚ Knives will be kept in a lockable container.
- ✚ All tools will be cleaned and returned to the designated area after use to prolong their life. Any broken/ faulty tools will not be used.

Signed: Kirsty Trow, Natasha Rodwell & Melanie Anderson

Date: 22nd May 2019

Review date: 22nd May 2022

Travelling to the site policy

The Forest we are using is on site. The children will be walked to the area by the Forest School leader and other adults. The route they will take will be across the playing field and enter the

woodland through the gap in the wall. Access will not be gained from the road side unless in an emergency.

Signed: Kirsty Trow, Natasha Rodwell & Melanie Anderson

Date: 22nd May 2019

Review date: 22nd May 2022

Weather

Forest school takes place throughout the year. Dependent on the climate children are encouraged to dress accordingly, being reminded that it can often feel cooler in the Forest area. Sessions may be shorter or happen in a different area should the Forest School leader decide this is for the benefit of the individual children.

Forest School will not take place in high winds or extreme weather conditions. The Forest School leader holds the right to cancel any session if she deems it dangerous to the children and adults involved. The safety of the children and adults is paramount.

Signed: Kirsty Trow, Natasha Rodwell & Melanie Anderson

Date: 22nd May 2019

Review date: 22nd May 2022

Health and Hygiene Policy and Practice

Our Nursery promotes a healthy lifestyle and a high standard of hygiene in its day to day work with children and adults.

This is achieved in the following ways:-

Food

- All meals and snacks provided will be nutritious and will pay due attention to children's particular dietary requirements.
- When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet.

Outdoor Play

Children will have the opportunity to take part in supervised outdoor play throughout the year, both in the Nursery play area and grounds. Walks and activities in the extensive facilities and grounds of Culford School Nursery will also take place.

Illness

- Parents are asked to keep their children at home if they have any infection and to inform the Nursery as to the nature of the infection. This will allow the Nursery & Pre-Prep to alert other parents, as necessary, and to make careful observations of any child who seems unwell.
- Parents are asked not to bring into the Nursery any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.
- If the children of Nursery staff are unwell, the children will not accompany their parent to work in the Nursery or Pre-Prep.
- Cuts or open sores, whether on adults or children, will be covered with sticking plaster or other dressing.
- The children are helped to apply their sun cream so they are properly protected. Sun cream is named and kept in the children's drawers.
- All emergency medications will be kept in a lockable cupboard.
- If a child is on a prescribed medication, the following will be followed:-

- A Medication Book will log details of any medicine given to a child.
- With regard to the administration of life-saving injections, or the use of nebulisers, the position will be clarified by reference to the Whole School Insurance Company.
- If specialist knowledge is required, staff involved in administering life-saving medication will receive training from a qualified health professional.
- The Nursery will ensure that the first aid equipment is kept clean, replenished and replaced, as necessary. Sterile items will be kept sealed in their packages until needed.
- There will always be, on the premises, at least one paediatric qualified first aider trained to administer first aid to children.
- It is the right of the Nursery Manager, in consultation with the Head of Early Years, to refuse any child admission to the Nursery on health/medical grounds.
- Each child's individual special medical needs will be dealt with on an individual basis, in discussion with the Nursery Manager and Head of Early Years.

Health, Safety and Welfare Policy

The safety of young children is of paramount importance. In order to ensure the safety of both children and adults, the Nursery will ensure safety in the following areas:-

Environment

- Safety checks on premises, both outdoors and indoors, will be made before every day/session.
- The main entrance door remains locked and shut at all times and is opened by a video entry system; at drop off and pick up times there is a member of staff on the door. There is a door bell that parents can use to alert staff to open the door.
- Outdoor space will be securely fenced.
- Space used for outdoor play will be checked regularly and any dangerous items repaired/discarded.
- The layout and space ratios will allow children and adults to move safely and freely between activities.
- There will be adequate systems and equipment for the detection and control of fire.
- Fire doors will never be obstructed and fire exits will be easily identifiable.
- Fires/heaters/electric points/wires and leads will be adequately guarded.
- A record will be kept by the Fire Safety Officer of fire drills and servicing of fire safety equipment. Any recommendations made by the Fire Safety Officer will be carried out.
- All dangerous materials, including medicines and cleaning materials, will be stored out of reach of children in a locked cupboard.
- Large equipment will be erected with care and checked regularly.
- Equipment offered to children will be developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger/less mature children.
- All equipment will be regularly cleaned in line with our infection control measures.

Supervision

- All children will be supervised by adults at all times.
- Children will only leave Nursery with authorised adults.
- Children are not allowed in the kitchen area of the Nursery unless supervised by an adult for a purposeful activity or under supervision during meal times.
- When walking around the School grounds or from one part of the School's facilities to another, the adult child ratio will be at least 1:3/1:4 depending on age.

- If a small group goes out, there will be sufficient adults to maintain appropriate ratios of staff and children remaining on the premises.
- Whenever children are on the premises, at least two adults will be present.
- Children who are sleeping will be checked regularly.

Adult Safety

- All adults in Nursery, both staff and visitors, will be aware of and respect the Nursery's Safety Policies.
- Adults in the group will have advice on safe lifting.
- Heavy materials will not be stored above head height.

Management

- An Accident Book will be available at every session for the reporting of any accidents/incidents.
- Regular safety monitoring will include checking the Accident Book as a basis of risk assessment.
- All adults, including parents and other carers, will be aware of the system(s) in operation for children's arrivals and departures. Children will not be allowed to leave with anyone other than their parent unless the parent has informed the Nursery staff of alternative arrangements.
- Adults will not walk about with hot drinks or place hot drinks within reach of children.
- Fire drills will be held at least once a term.
- A register of both adults and children will be completed as people arrive and leave, so that a complete record of all those present is available in any emergency.
- A correctly stocked first aid box will be available at all times.
- Fire extinguishers will be checked annually and staff will know how to use them.

Special Considerations

Some areas and activities pose particular hazards. All staff will be aware of these.

- Children will be continuously supervised when playing with water.
- There will be safe surfaces beneath and around all climbing equipment and such activities will be appropriately supervised.
- All cooking activities involving the use of heat will be continuously supervised.
- Systems are in place to ensure that children are not at risk from swinging doors.
- Systems are in place to ensure that no child can leave the premises unattended.

Hygiene Policy

To prevent the spread of all infection, adults in the group will ensure that the following good practices are observed.

Personal Hygiene

- Hands should be washed after using the toilet and before handling food.
- Children are encouraged to blow and wipe their noses when necessary and to dispose of soiled tissues hygienically. Staff assistance will be given, if necessary.
- Children are encouraged to shield their mouths when coughing or sneezing.
- Individual paper towels are used and disposed of appropriately.

- Hygiene rules related to bodily fluids are followed with particular care and all staff and volunteers are aware of how infections, including HIV infection, can be transmitted.

Cleaning and Clearing

- Any spills of blood, vomit or excrement will be wiped up and flushed away down the toilet or disposed of in yellow hazardous waste bags as appropriate. Rubber gloves must always be used when cleaning up spills of body fluids. Floors and other affected surfaces will be disinfected using cleaning fluids according to the manufacturer's instructions. Fabrics contaminated with bodily fluids will be thoroughly washed in hot water.
- Spare laundered pants and other clothing are available in case of accidents, and polythene bags are available in which to wrap soiled garments.
- All surfaces are cleaned daily with an appropriate cleaner, including activity tables, especially before and after snack-time.
- There will be a regular spring-clean and washing/sterilising of equipment and resources on a termly basis.

Food

The Nursery will observe current legislation regarding food hygiene, registration and training.

In particular each adult will:-

- Always wash hands before handling food and after using the toilet.
- Not be involved with food preparation if suffering from any infections/contagious illness or skin trouble.
- Never smoke anywhere in the Nursery.
- Never cough or sneeze over food.
- Use a colour-coded cloth system in different areas in the Nursery
- Prepare raw and cooked food in separate areas.
- Serve food using appropriate tools (not hands).
- All staff will have completed Level 2 Food Hygiene and Safety Training.

Inclusion and Equal Opportunities Policy

This policy represents the agreed principles for Inclusion and Equal Opportunities throughout the Nursery.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that the nursery promotes individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Not to treat a child or an adult with a disability "less favourably"

- To make "reasonable adjustments" for children and adults with a disability

Aims and objectives

We aim to be an inclusive nursery. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our nursery:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an Additional Language;
- children with Special Educational Needs;
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers and asylum seekers.
- Children looked after (CLA)
- Vulnerable groups of children

The Early Years Foundation Stage is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of children;
- providing other curricular opportunities outside the Early Years Foundation Stage to meet the needs of individuals or groups of children.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing children to live in a diverse society?

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of children to ensure that all children are achieving as much as they can. We also make ongoing assessments of each child's progress and act on data inputted termly into a progress tracker. Staff use this information when planning. It enables staff to take into account the abilities of all the children in the setting and support individuals through tailored teaching and learning.

When the attainment of a child falls significantly below the expected level, staff enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, staff use appropriate resources and learning styles, and extend the breadth of work within the area or areas for which the child shows particular aptitude.

All staff are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Staff ensure children:

- feel secure and know that their contributions are valued;

- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely, in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

Children with disabilities

Some children in our nursery may have disabilities and consequently may need additional resources. Our Nursery is committed to providing an environment that allows these children full access to all areas of learning. All our entrances are wide enough for wheelchair access, and the designated points of entry for our nursery also allow wheelchair access.

All staff modify learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning staff ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

All staff ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, visual aids;
- is adapted or offers alternative activities in those areas of learning where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their learning
- includes approaches that allow hearing-impaired children to learn about sound and music, and visually-impaired children to learn about light using visual resources and images.
- uses assessment techniques that reflect their individual needs and abilities.

Racism and inclusion

At our Nursery are aware and follow the guidance in the Race Relations Amendment Act. The nursery actively discourages bullying and name calling, the parents of both children would be informed immediately and we would discuss appropriate action.

The action needed if there is inappropriate practice or discrimination.

A member of staff would talk to the child and explain that the behaviour was unkind, we would take into the account the maturity of the child the parent of the child would be told of his/ her inappropriate behaviour and we would work together to redeem the situation.

Key Person and their role

The key persons working in the Early Years Department are:-

Emma Herd, Natalie Attwood, Billie-Jo Miller, Freya Foulger, Jade Lynam and Jennie Savage.

Parents will be informed of whom their child's key person will be. The key worker supports the child in a holistic way, supporting the child's individual requirements and next steps. The key worker is the main link between the parent and child and is there in a supportive fashion for the family as well.

Missing Children Policy

Staff are reminded to read the following school policies and practice guidelines in conjunction with this policy:

- Health and Safety Policy
- School Security

This guidance is based on the assumption that a child is either missing on the premises or is missing outside the school.

On School Premises

- All absences and sicknesses are notified to relevant staff.
- Staff at Nursery take a register of the children by 9.00am and 1.10pm. Although the register will be amended as each child arrives/ leaves.
- In the event of a child or children discovered to be missing an immediate search of usually frequented areas will be started by the staff (key person) currently responsible for the child/children.
- If, after a thorough search of the premises, the child is not found, the Head of Early Years will be notified. They will notify the police, the child's parents and if appropriate social services. In the meantime all available staff members will initiate a further search of the premises and the school locale.
- Photos will be given to the police in order to help their efforts.
- Further action will be taken in liaison with the police and social service authorities.

Off School Premises – The Nursery children are rarely taken off the premises. The Reception class may go on school trips. Children involved in off site visits wear ID school stickers. Details of the outing and information for example:- risk assessments are held in the office. Children will be in small groups under the direct control of a member of staff.

If a child is discovered to be missing, the staff member should:

- Notify, if appropriate, the staff at the venue that is being visited and ask them to initiate their lost child protocols.
- Notify the most senior member of staff at the school and act on any instructions.
- If the child is not found quickly, notify the police and provide them with as precise as description of the child as possible, the last known whereabouts of the child and supply the police with any other details they may require.
- The school will notify the child's parents.

The member of staff initiating the search should remain in situ until the police or assistance from school arrives.

In such stressful circumstances it is important that staff remain as calm and collected as possible. It is important that following an incident, the issues that arise are addressed, for example:

- Update risk assessments for the activity or the individual child involved.
- Talk through the incident with the child/children involved emphasising the worry that was caused.
- Discuss supervision of the incident.
-

If the child/children give a reason for going missing that is linked to either bullying or inappropriate behaviour from a member of staff, it is important that this is both recorded and reported to outside agencies. Staff are reminded to read the schools complaints and child protection policies.

Emergency contact tel no:- 01284 385355/ 385412

Nappy Changing and Toilet Training Policy

At Culford School Early Years Department we do not exclude children who may, for any reason, not yet be toilet trained and who may still be wearing nappies. We will:

- Ensure only staff with an enhanced DBS clearance are involved in changing nappies or assisting in the toilet area.
- Work with parents towards toilet training, unless there are medical or developmental reasons why this may not be appropriate at the time.
- Ensure all children are treated with dignity, care and compassion during nappy changing/toileting.
- Aim to provide the opportunity for all children to use the toilet independently and to provide assistance for children that require it.
- Ensure that any child in nappies is changed regularly and as necessary on the mat provided in the toilet area. Where possible this will be done by their key person or another member of staff that they are familiar/comfortable with. This will be cleaned with antibacterial spray after each use.
- Ensure all staff wear disposable gloves and aprons and maintain the hygiene procedures of the Nursery at all times.
- Nappies will be disposed of in the nappy disposal container.
- All children will be encouraged to adopt good personal hygiene by washing their hands with soap after visiting the toilet area. Visual reminders are included in the toilet area.
- Ask parents to ensure that sufficient nappies and wipes are available for their child as well as a change of clothes in case of accidents.

Non-Collection of Children Policy

Statement of intent

In the event that a child is not collected by an authorised adult at the end of a Nursery session/day, the Nursery puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

Aim

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

1. Parents of children starting at the Nursery are asked to provide specific information which is recorded on our Registration Form, including:
 - a. Home address and telephone number – if the parents do not have telephone, an alternative number must be given, perhaps a neighbour's;
 - b. Place of work, address and telephone number (if applicable);
 - c. Mobile telephone number and email address (if applicable);
 - d. Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from Nursery or Pre-Prep, for example, a childminder or grandparent;
 - e. Information about any person who does not have legal access to the child.
2. On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted on the bottom of the daily book.
3. On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child on the Child Collection Consent Form. We agree with parents how the identification of the person is to collect their child will be verified.
4. Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that – in the event that their children are not collected from Nursery by an authorised adult and the staff can no longer supervise the child in our premises – we apply our child protection procedures set out in our child protection policy.
5. If a child is not collected at the end of the session/day, we follow the following procedures:
 - a. The child's daily book is checked for any information about changes to the normal collection routines;
 - b. If no information is available, parents/carers are contacted at home or at work;
 - c. If this is unsuccessful, the adults who are authorised by the parents to collect their child from Nursery – and whose telephone numbers are recorded on the Registration Form – are contacted;
 - d. All reasonable attempts are made to contact the parents/carers, for example, a neighbour is contacted or another member of staff visits the child's home;
 - e. If a child has not been collected at the end of a morning session, the child stays at Nursery in the care of two members of staff until the child is safely collected;
 - f. If a child has not been collected by 3.50pm, they join extended day care which is open until 6pm;
 - g. The child does not leave the premises with anyone other than those named on the Registration Form, on the bottom of the child's daily book, or on the Child Collection Consent Form;
 - h. If no-one collects the child and the premises are closing, or staff are no longer available to care for the child, we apply the procedures set out in our Child Protection Policy. We would notify Mr Reynolds (DSL). The local authority social services department may be informed. A full written report of the incident is recorded;
 - i. Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff. There will be a charge for extended day care which will

increase after 6pm with an additional charge levied every fifteen minutes thereafter.

Nursery Outings and Visits

As part of our curriculum the children are taken out of the Nursery building to explore Culford's grounds and activities.

A full risk assessment will be carried out for each outing.

The ratio for staff to children depends on the age of the children.

Ratio: 1 adult = 3 children aged 1 years

1 adult = 4 children aged 2 years

There will be a designated person in charge and a designated First Aider.

Should a minor accident occur whilst on an outing staff will record this on an accident slip on return to the Nursery.

At the very minimum 50% of the adults must be qualified at Level 3 or above.

The staff members will:

- Take a paper register with them.
- Take a first aid kit.
- Take a walkie talkie and contact numbers.
- Take anything else that is deemed necessary for the comfort of the outing.
- Any relevant medication needed will be taken i.e. inhalers.

Parental Involvement Policy

Parents are the first educators of their young children. The aim of Culford School Nursery is to support their essential role. We will:

- Involve parents in shared record keeping about their own child, both formally and informally, ensuring that parents have access to all written records on their own children.
- Ensure that parents are given information on a regular basis about their child's progress and have an opportunity to discuss this with the staff.
- Ensure that all new parents are aware of and can contribute to the Nursery & Pre-Prep systems and policies.
- Ensure that all parents are fully informed about meetings, conferences, workshops, training and social events at Culford School Nursery.
- Consult with families about the times of meetings to avoid excluding anyone.

- Welcome the contributions of parents, whatever form these may take.
- Make known to all parents the systems for registering queries, complaints or suggestions.
- Provide opportunities for parents to learn about the Early Years Curriculum.

Risk Assessments

Risk assessments are in place at Eastfields Nursery to safeguard all children in our care. The following risk assessments are in place to ensure that a safe environment is provided to all at all times.

- Fire risk assessment
- Nursery garden risk assessment
- Outside areas risk assessment
- Kitchen and Kitchenette risk assessment
- Building risk assessment
- Sleep Shade for Cot risk assessment

The Nursery staff are also responsible for ensuring the Nursery is safe on a daily basis and do so by completing a number of regular daily checks. These include; Opening and Closing Checks, and Building Checks. Within these checks, staff ensure that the whole building and the resources within the nursery are safe for the children for the day ahead. Staff sign these sheets daily to evidence that they have been completed.

Special Educational Needs (SEN)

The nursery is committed to working alongside parent/carer(s) in the provision for their child's individual needs to enable us to help the child to develop to their full potential.

We feel it is paramount to find out as much as possible about a particular child's condition and the way that may affect his/her early learning or care needs by:

- Liaising with the child's parent/carer(s)
- Liaising with any professional agencies
- Attending any review meetings with the local authority/professionals
- Regularly monitoring observations carried out on the child's development.

Our nursery Special Education Needs Co-ordinator (SENCO) is Zoe Lough.

All staff work closely to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the nursery, always making sure plans and records are shared with parent/carer(s).

Special educational needs code of practice

It is the duty of the nursery to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that our nursery should adopt a graduated approach to assessment through Early Years Action and

Early Years Action Plus. Good practice of working together with parent/carer(s), and the observation and monitoring of children's individual progress, will help identify any child with special educational needs. Our nursery has a designated SENCO who will work alongside parent/carer(s) to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

Early Years Action

The child is identified with special educational needs. The SENCO, working alongside colleagues and parent/carer(s), will assess and record the child's needs and provide an Individual Education Plan (IEP) providing future support. This plan will be continually under review in consultation with the child and his/her parent(s).

Early Years Action Plus

Is characterised by the involvement of external support services, usually requested by the SENCO and colleagues in consultation with the child's parent/carer(s).

Selecting Play Equipment and Toys Policy

The toys and equipment in the Nursery provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration.

The equipment we provide:-

- Is appropriate for the ages and stages of the children.
- Offers challenges to developing physical, social, personal and intellectual skills.
- Features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities.
- Includes a range of raw materials which can be used in a variety of ways and encourages an open-ended approach to creativity and problem solving.
- Will enable children, with adult support, to develop individual potential and move towards required learning goals.
- Conforms to all relevant Safety Regulations and is sound and well made.

Settling-in Policy

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards, the new learning experiences enjoyed in the Nursery. We also want parents to feel welcome and involved from the beginning.

In order to accomplish this we aim to create a partnership with parents by:

- Creating opportunities for the exchange of information using, among other resources, a copy of the Nursery Prospectus and a shared approach to the registration form.
- Ensuring many opportunities for parents to inform the Nursery about their children's current achievements and interests.
- Making it clear to families from the outset that they will be welcome and supported in the Nursery for as long as it takes to settle their child there

encouraging the parent/carer to leave the child after a short period of time, reassuring them that it is the separation that is upsetting the child rather than being in the Nursery. Parents are encouraged to phone later for an update on how their child has settled.

- Re-assuring parents whose children seem to be taking a long time to settle into the Nursery.
- Introducing new families into the Nursery with an induction session before the child is due to start.
- Encouraging parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.

Children cannot play or learn successfully if they are anxious or unhappy. Our settling-in procedures aim to help parents and children to feel comfortable in the Nursery and to ensure that children can benefit from what the Nursery has to offer and feel confident that their parents will return at the end of the session/day.

Parents are welcome to telephone the Nursery after an initial settling-in time. Parents will be contacted if children cannot settle and remain distressed.

Sleep Policy

At Culford Nursery we aim to ensure that all children have enough sleep to support their development. The safety of babies sleeping is paramount.

- Babies are placed on their backs to sleep, but when babies can easily turn over from the back to the stomach, they can be allowed to adopt whatever position they prefer to sleep
- Babies/toddlers will never be put down to sleep with a bottle to self-feed
- Babies/toddlers will be monitored visually when sleeping, checks will take place every 10 minutes
- When monitoring, the staff member will look for the rise and fall of the chest, and the child is in a safe sleeping position
- Parents/carers will provide dummies and comforters and information on how they like their child to sleep and for how long, bearing in mind routines may change when a child starts a nursery.

We provide a safe sleeping environment by:

- Monitoring the room temperatures
- Using clean light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating
- Not cluttering cots with soft toys, although comforters will be given where required

- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
- Ensuring each baby/toddler is provided with clean bedding
- Transferring children who fall asleep to a cot or sleep mat to complete their rest
- Having a no smoking policy

Children in the 2-3s room will be laid on a bed mat to sleep in the 2-3's room. They will be supervised by staff at all times whilst sleeping or resting on their mat, Staff will visually check all children every 10 minutes. Children will be offered their comforters before each sleep time.

Student Placements

We recognise that the quality and variety of work which goes on in a Nursery makes it an ideal placement for students as part of their Early Years Training or those seeking qualifications.

In co-operation with educational providers, we welcome students into the Nursery on the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the Nursery.
- Students must be engaged in a bona fide early years' training with the placement providing the necessary background understanding of children's development and activities.
- Any information gained by the students about the children, families, or other adults in the Nursery must remain confidential.
- Unless registered as fit persons, students will not have unrestricted access to the children.
- Students who are 18 years or under will have a young persons risk assessment in place before commencing work.

Sun Protection Policy

Too much exposure to ultraviolet light (UV) radiation from the sun causes sunburn, skin damage and increases the risk of skin cancer. Sun exposure in the first 15 years of life contributes significantly to the lifetime risk of skin cancer. Schools are central to protecting children's skin, this is because:

- Children are at school five out of seven days a week at times when UV rays are high.
- Most damage due to sun exposure occurs during the school years.
- Schools can play a significant role in changing behaviours through role modelling and education.
- Students and teachers are at risk of sunburn within 10-15 minutes of being exposed to strong sunlight.
- Students spend an average of 1.5 hours outside per school day, more if involved in sports and outdoor activities.
- Skin cancer is largely preventable through behaviour modification and sun protection during early years.

Sun protection strategies

We want all children and staff at the Nursery to enjoy spending time outside safely without the risk of harmful effects of the sun. We work with staff, children and parents to achieve this through a variety of ways:

SunSmart campaign is the national skin cancer prevention campaign run by cancer research UK;

- **Stay** in the shade between 11am and 3pm;
- **Make** sure you never burn;
- **Always** cover up – shirt, hat and sunglasses;
- **Remember** children burn more easily;
- **Then** use factor 15+ sunscreen;

Hats – children are required to wear wide brimmed hats (6-10cm) that protect their face, neck and ears when they are outside;

Sunglasses – children’s eyes are very sensitive to light. It is important therefore to protect their eyes by ensuring they wear sunglasses that have UV protection if possible;

Sunscreen – is the last line of defence, covering up and seeking shade are the most important sun protection measures. Sunscreen should be applied that is factor 15+ before school starts. Children can be encouraged to bring in clearly labelled factor 15+ sun cream for appropriate application which will be applied by Nursery staff when needed.

Shade – activities set up outdoors should be kept in the shade where possible. Children are encouraged to make use of available shaded areas when outside. Provide permanent or temporary shady structures within school grounds.

Role modelling – encourage staff to act as role models by wearing hats, sunglasses and sunscreen, and to seek shade whenever possible. Children should be taught appropriately about the need for sun protection and its importance through discussion and topics.

Reviewing and evaluating the policy – review current guidelines annually, conduct small surveys in school, e.g. attitudes and behaviour towards sunshine, level of knowledge of sun protection strategies, and incorporate into curriculum.

Parental consent form for hat and sunscreem should be completed by parents and signed every year. This will be kept in individual chidlren’s files in the Nursery office.

Staffing in the Setting

Head of EYFS	Mrs Jane Suckling – BA Honours Degree
Nursery Manager	Miss Zoe Lough – Level 5 Foundation Degree
Deputy Managers	Mrs Emma Herd – Level 3 Diploma Mrs Natalie Attwood - Level 3 Diploma
Nursery Staff	Miss Freya Foulger - Level 3 Diploma Miss Jade Lynam – Level 3 Diploma Miss Billie-Jo Miller – Level 3 Diploma

Mrs Jennie Savage - Unqualified

Miss Becky Sochon – Level 3 Diploma

At least half of all staff hold a relevant Level 3 qualification or above, in accordance with the requirements stated in the Early Years Inspection Handbook.

Tapestry

All children will have their own online Journal. This can be accessed by Nursery staff and the child's parents. This is where all children's photos and observations are recorded supported by the Early Years Foundation Stage curriculum.

Online Learning Journey – Parents' Guide

Introduction

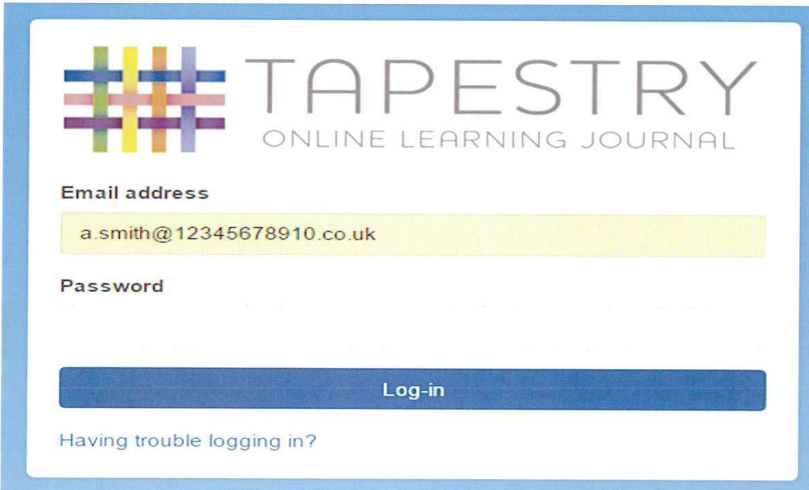
All children in Nursery and Reception will have a personal on-line Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of your child's experiences during their time with us.

We use Tapestry, a system, which is hosted in the UK on secure servers. You will have secure access (via email address and password) to your child's Learning Journey and, in addition to viewing our contributions, we encourage you to add to it by uploading photos and comments, or commenting on observations made by us.

Where do I start?

When you have given us an email address, we will set up an account for you. Once you have been sent an email activation by us you can use that link to log in for the first time. However, for future times, you will need to go to this URL to log in: <https://tapestryjournal.com/>. Alternatively you can search for Tapestry through Google. We strongly recommend that you change your password on your first visit.

This is what the log in page will look like:



The image shows a screenshot of the Tapestry Online Learning Journal login page. At the top left is the Tapestry logo, which consists of a grid of colored lines (green, yellow, blue, purple) forming a stylized 'T'. To the right of the logo, the word 'TAPESTRY' is written in a large, grey, sans-serif font, with 'ONLINE LEARNING JOURNAL' in a smaller font below it. Below the logo and title, there are two input fields. The first is labeled 'Email address' and contains the text 'a.smith@12345678910.co.uk'. The second is labeled 'Password' and is currently empty. Below these fields is a blue button with the text 'Log-in'. At the bottom left of the page, there is a link that says 'Having trouble logging in?'.

Once you have successfully logged on you will be taken to the home page. Here you will be able to see your child's observations in chronological order. It is likely that the first time you log in there won't be very many, but this list will grow throughout your child's time at school.

At the top of the screen, next to your name, you will find your notification bell. If any observations/comments have been added since the last time you logged into Tapestry, they will show up there. You can see past notifications by clicking on 'View All Notifications'

There will be times when you want to add observations to Tapestry. These can then be seen by your child's key person and used to make assessments, or just as a contribution to the journal.

In order to add an observation, you first need to click on the blue 'Add Observation' button. This can be found on the home 'Observations' tab.

Once you have clicked on it, you will be taken to the appropriate page. Here you will need to pick your child/children from the drop down list, add a title, and then you can add some notes and media. Don't forget to press 'Save' when you have finished.

We hope you enjoy using Tapestry. Should you have any problems, please do not hesitate to contact your child's class teacher.

Agreed guidelines for accessing and using Tapestry

- I will not publish any of my child's photographs or videos on any social media sites.
- I accept that my child's image may be included in group photographs.
- I agree to keep the login details within my trusted family.

Print name: _____

Name of child: _____

Signature: _____ Date:_____

Email: _____

Appendix 1 Child Protection (Safeguarding) Policy (Whole School)

Culford School puts at the centre of its operation the safeguarding of the pupils of the school. There is a commitment to keep safeguarding at the forefront of every employee and volunteers mind. We encourage a culture of challenge, not just to act when there is a need, but also in the way we think to ensure the risks of harm to the pupils' individual welfare are minimised.

This policy and procedures are for the whole school including Early Years Foundation Stage (EYFS) and are in accordance with the following national guidance:

Keeping Children Safe in Education (Sept 2019) (KCSIE)
 Working Together to Safeguard Children (July 2018)
 Sexual violence and sexual harassment between children in schools and colleges (May 2018)
 The Prevent Duty (June 2015)

and locally agreed inter-agency procedures for Suffolk Safeguarding Partnership.

Key Contacts;

Name	Role	Designated Safeguarding Lead
Gavin Reynolds	Assistant Head (Pastoral)	Designated Safeguarding Lead
greynolds@culford.co.uk	01284 385342	(DSL)
Kelly Harrison	Pre-Prep Senior Teacher	Deputy Safeguarding Lead
kharrison@culford.co.uk	01284 385412	(DPSL) EYFS Pre-Prep
Zoe Lough	Nursery Manager	Deputy Safeguarding Lead (DPSL) EYFS Nursery
zlough@culford.co.uk	01284 385355	
Claire Bentley	Deputy Head Prep School	Deputy Safeguarding Lead
cbentley@culford.co.uk	01284 385387	(DPSL)
Mr Jon Herd	Assistant Head	Deputy Safeguarding Lead
jherd@culford.co.uk	01284 385490	(DPSL)
Mr Jason Goodall	Sports Centre Manager	Deputy Safeguarding Lead
jgoodall@culford.co.uk	01284 385370	(DPSL)

Patricia Abbott Governor responsible for Safeguarding trishaabbott@hotmail.com 01359 253665

Grant Skeggs Police Community Support Officer Grant.Skeggs@suffolk.pnn.police.uk

MIST Safeguarding Lead eastonb@methodistchurch.org.uk

MIST Independent Safeguarding Consultant carolyn.eyre@btinternet.com

Multi Agency Service Hub (MASH) Advice Line 0345 6061499 Customer First 0808 8004005

Suffolk Safeguarding Partnership (SSP) suffolkscb.org.uk

Local Authority Designated Officer (LADO) LADOcentral@suffolk.gcsx.gov.uk 0300 1232044

Department of Education dedicated telephone line 0207 3407264

Counter-extremism@education.gsi.uk

NSPCC Whistleblowing Helpline 0800 028 0285

help@nspcc.org.uk

Ofsted 0330 123 1231

enquiries@ofsted.gov.uk

The policy is made available to parents on the school website. The policy and procedures will be reviewed annually by the Governing Body. The procedures, and the efficiency of their dischargement, will be assessed; any deficiencies or weaknesses identified in child protection arrangements will be remedied immediately. The school will undertake an annual review of the risk for children being drawn into terrorism.

Culford is one of nine Trust Schools as part of the Methodist Independent Schools Trust (MIST). MIST Trustees have the ultimate legal responsibility for these Schools. In order to exercise these duties effectively, MIST makes extensive delegation to the School Governing Bodies. But MIST does not divest itself of legal responsibility for any action taken arising from this delegated authority.

MIST, together with the nine Schools within it, is a single legal entity. School Governors, therefore, govern their Schools in effect as sub-committees of the MIST Trustees. The Schools are, however, separately registered with the Department for Education (with MIST as their Registered Proprietor).

[MIST Safeguarding Policy](#)

Culford Child Protection (Safeguarding) Policy

This policy should be read alongside the Anti-Bullying Policy, which defines bullying in the following way:

There are different sorts of bullying but the three main types are:

Physical: any form of physical contact, to include hitting, tripping, kicking, taking or hiding belongings. Wilful interference with property, which includes hiding, damaging, removing and unauthorised borrowing.

Verbal: persistent or malicious name calling; for example teasing, insulting, threatening and swearing. Any racial, religious, cultural, sexual/sexist, homophobic, disability names, words, references or suggestions are included. This also includes messages or statements written on internet sites, or as text messages, about others.

Emotional or psychological: any behaviour, passive or active, which is deliberately unfriendly, including tormenting and any action which makes other people feel uncomfortable, humiliated or excluded; for example spreading rumours, looks, graffiti, intimidating gestures or social exclusion of others. This includes sending messages via text or computer to others in which derogatory or defamatory statements are made about others, and which encourage, support or involve others in abuse or bullying of a third party.

These definitions also include any form of sexual harassment, racial abuse, sexual/sexist and homophobic behaviour, religious intolerance, culturally offensive references or words, inappropriate or offensive references to disability.

Bullying also includes defamatory texts, sexting or e-mails, offensive phone calls or any other offensive electronic messages or images. It is unlawful to disseminate defamatory information in any media including internet sites, social web-sites, mobile 'phones, text messages, photographs, posters and emails. Banter, the playful and friendly exchange of teasing remarks, can easily be misinterpreted as bullying and as such is discouraged. Abuse is abuse and will never be tolerated or passed off as banter, just having a laugh or part of growing up.

The threshold between bullying and abuse is where a child is or might be at risk of significant harm. A bullying incident will be treated as a child protection concern if a child is considered at risk or potential risk of significant harm. In these cases, the school's child protection procedures will be followed.

Culford School recognises that:

The welfare of children and young people, their families, parents and carers is the primary concern

All children and young people whatever their age, ability, culture, disability, gender, language, racial origin, religious belief and/or sexual identity have equal rights to protection from abuse

It is the responsibility of the statutory agencies to determine whether or not abuse has taken place but it is everyone's responsibility to report any concerns

All incidents of suspicious poor practice and allegations should be taken seriously and responded to swiftly and appropriately

For school leaders, employees and volunteers, this policy should be read alongside the Staff Code of

Conduct, to be found under Employment Handbook and also alongside the rules on appropriate use of restraint in Contact and Relationships with Pupils. It should also be read alongside Keeping Children Safe in Education (September 2019) Part One and Annex A (which must be read by school leaders and those working directly with children), which can be found in the Culford School Safeguarding Induction Handbook for Education Based Staff and Volunteers (September 2019) or by visiting www.gov.uk. This policy is also aligned to Working Together to Safeguard Children (2018).

Safeguarding is defined by the Children Act 1989 and 2004 and Joint Chief Inspectors Report on Arrangements to Safeguard Children (2002) as meaning that: 'Agencies and organisations working with children and young people take all reasonable measures to ensure that the risks of harm to the individual's welfare are minimised.' The Children Act 1989 states the legal definition of a child is 'a person under the age of 18' Culford School extends this definition to include all pupils in the School, even those who have reached the age of 18.

Procedure in the Case of Suspected Child Abuse

All employees and volunteers must be aware that any child within the School may suffer physical, sexual or emotional abuse, or neglect; at home, in school or away from both settings. Abuse may be perpetrated by parents, or those having parental responsibility, siblings, staff, other adults or other children, within the working day or in the boarding setting, individually or in groups. Sadly, abused children are found in families from all social groups and in all settings. Colleagues should, therefore, be sensitive to behavioural and physical indicators which may draw attention to the possibility of abuse. When employees or volunteers see any signs which cause them concern they may have the opportunity to seek information, with tact and sympathy, from the child. They should report their concern to the DSL or DPSL by completing the Culford Record Form which should be given hand to hand or left with the Headmasters PA for the DSL or DPSL to collect.

Recognising concerns, signs and indicators of child abuse

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy.
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders

- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

Signs of possible child sexual exploitation

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children

The indicators listed above under the categories of abuse are not an exhaustive list; refer to p12 and 13 and Annex A of KCSIE for additional information and a comprehensive list of specific safeguarding issues.

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating or otherwise causing physical harm to a child. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of explorations and learning, preventing the child participating in normal social interactions. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as, masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or on the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse and without the child or young person's immediate knowledge; such as where videos or images has been copied and shared via social media. Sexual abuse can be perpetrated by individuals or group and is not solely adult males. Women can also commit acts of sexual abuse, as can other children. Abuse is characterised by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003/109 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe

that B consents

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

In all cases of suspected sexual abuse or violence the School will follow the national guidance:

Sexual violence and sexual harassment between children in schools and colleges (May 2018)

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

At risk of radicalisation

Children are vulnerable to extremist ideology and radicalisation.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, a pupil at risk of radicalisation may display some or many of the signs of other forms of abuse but they may also become more confident, willing to offer opinions more in class and willing to discuss more things with adults, including possibly talking about religious beliefs. Staff should be alert to changes in children's behaviour.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

Visiting speakers are vetted with regard to the schools visiting speakers policy to support the schools aims of providing a balance of views to pupils.

Peer on Peer Abuse.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

Children are vulnerable to abuse by their peers. Such abuse is taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action. The School recognises that girls are more likely to be victims than boys.

V1.3

Reviewed October 2019

Peer on Peer abuse is most likely to include, but may not be limited to, bullying (including cyberbullying), physical (hitting, biting, hair pulling etc.), gender based violence/sexual assaults, including up-skirting (the act of taking a photograph of underneath a person's skirt without their consent)., and sexting. Staff should be clear as to the policy and procedures with regards to peer on peer abuse and this policy should be read in conjunction with policies for e-safety, anti-bullying and PSHCE.

Hazing is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Following a report of sexual harassment or violence, the DSL or DPSL will make an immediate risk and needs assessment and contact the LADO for further guidance before any school policies are followed.

Any allegation of peer on peer abuse, including sexual harassment or violence, will be followed up in accordance with the Anti-Bullying Policy.

The School recognises that all parties involved, including victims, perpetrators and any other child affected by peer on peer abuse, will need individual support, which could come from any member of the pastoral team including peer counsellors, external agencies (including charities) and health care professionals.

Teaching Children to keep themselves safe

Culford School believes in educating pupils to stay safe, including online, and policies contained in the School Handbook reflect this. This is done largely through the comprehensive PSHCE programme, but also through tutorials and house meetings.

Children Missing Education (CME)

Culford School is committed to identify, where possible to do so, CME, and works with the Local Authority (LA) to ensure procedures under the statutory guidance of September 2016 are met, this includes informing the LA in cases where children leave the school at non-standard transition points.

At least two emergency contact details for each pupil are stored on the School's database system. The school has clear policy on situations where pupils are suspected missing during the school day.

County Lines

County Lines supply class A drugs (primarily crack cocaine and heroin) from an urban hub into rural towns or county locations. This is facilitated by a group who may not necessarily be affiliated as a gang, but who have developed networks across geographical boundaries to access and exploit existing drugs markets in these areas. These 'businesses' are targeting children from more diverse range of backgrounds.

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

persistently going missing from school or home and / or being found out-of-area

- unexplained acquisition of money, clothes, or mobile phones
- excessive receipt of texts / phone calls and/or having multiple handsets
- relationships with controlling / older individuals or groups
- leaving home / care without explanation
- suspicion of physical assault / unexplained injuries
- parental concerns
- carrying weapons
- significant decline in school results / performance
- gang association or isolation from peers or social networks
- self-harm or significant changes in emotional well-being

The key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Other signs maybe the child being less communicative about plans, and possibly signs of physical abuse.

If someone is in immediate danger or a crime is taking place the police should always be called on 999. Anyone with information should contact Suffolk Police on 101 or call if they would prefer to stay anonymous call Crimestoppers on 0800 555111. Professionals and volunteers working with children can contact the MASH (Multi-Agency Safeguarding Hub) consultation line on 0345 606 1499.

Honour Based Violence (HBV)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Female Genital Mutilation (FGM)

FGM is a form of serious harm and staff have a mandatory duty to report this to the police under the FGM Act 2003 and as amended by the Serious Crime Act 2015; and must report suspicions or evidence of FGM to the police without delay. The DSL must be informed of any incidents or suspected incidents of FGM.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need to.

Gangs

Gangs are known to target vulnerable children and adults; some of the factors that heighten a person's vulnerability include:

- having prior experience of neglect, physical and/or sexual abuse
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- social isolation or social difficulties
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other people involved in gangs
- having a physical or learning disability
- having mental health or substance misuse issues
- being in care (particularly those in residential care and those with interrupted care histories)

- being excluded from mainstream education, in particular attending a Pupil Referral Unit.

Domestic abuse

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Contextual safeguarding

Contextual safeguarding to describe the risks that children and young people face from their peers or in the wider community including:

- Online safety
- Sexual exploitation
- Criminal exploitation
- Radicalisation
- Trafficking

Early Help

Culford School recognises the importance of early help and staff are aware of the role they play in recording and following up concerns to try and deescalate potential situations that could lead to the abuse of vulnerable children. Staff are also made aware of pupils that may be particularly vulnerable at any given time or who face issues that make them more likely to put themselves in vulnerable positions through their own actions, especially those with Special Educational Needs or Disabilities (SEN/D). All pupils will receive the pastoral support required in line with their needs.

Where concerns have been raised staff should consider the wider family and other factors that may pose a risk for the child.

Referral Procedures

Staff and volunteers should make a careful note of the injuries or behaviours which have caused concern using the Culford Record Form. If abuse is suspected, it will be essential to have a record of all information available. Colleagues should note carefully in writing on the Culford Record Form what they have observed and when they observed it. Signs of physical injury should be described in detail or sketched. Any comment by the child concerned, or by an adult who may be an abuser, about how an injury occurred should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made.

Staff and volunteers should listen carefully to anything the child says. A sensitive and caring response is, therefore, essential. No attempt should be made to challenge or undermine a child's story. If an injury is observed, Staff and volunteers may ask the child how the injury happened. Our role is to note and pass information on accurately, not to conduct the early stages of an investigation. All concerns will be followed up by the DSL or a DPSL and the responses noted and filed.

If there is still concern, e.g. if the explanation for an injury is inconsistent with the signs observed, staff and volunteers should make a careful note of what has been heard and observed, sign, date it and note the time. Great care must be taken to ensure that actions taken by any person to whom disclosure is

made do not contaminate future evidence or impede investigation. This means that once the disclosure has been made, any questioning must be limited to the minimum necessary to seek clarification and should avoid leading the child by making suggestions or asking questions that introduce the adult's own idea of what may have happened.

Employees and volunteers will not give absolute guarantees of confidentiality to children or adults as they are bound by law to ensure that all allegations of abuse are reported. They can reassure the child or adult that such information will be restricted to those persons who need to know, in order to ensure that such matters are appropriately dealt with.

Sources of such information will be regarded as confidential, where this does not conflict with the safety of the child. The child will be told what is likely to happen next but, although it is appropriate to agree to support the child throughout the investigation process, it is not helpful to make promises that it is not possible to keep.

The matter should be referred immediately to the DSL or DPSL Lead, who are the designated persons under the terms of the Children Act. If contact cannot be made with either of these people, it is important that a referral is made nevertheless.

Anybody can, and should, make a referral if they feel it is in the best interest of the child to do so. Anyone can make a referral direct to external statutory agencies if the welfare of a child is deemed at risk or potential risk, but in most cases the safeguarding lead should be informed at the earliest opportunity.

Safeguarding matters must not be investigated by school staff although they may be asked to take part in a strategy discussion or further meetings if Children's Social Care consider that there is reasonable cause to suspect that the child is suffering, or is likely to suffer, significant harm or if staff are implicated. The DSL will report immediately to Children's Social Care where a child is at risk of serious harm, taking into account the local criteria for action. If it is believed or suspected that a crime has been committed the police will be informed immediately.

The DSL or DPSL is responsible for record keeping and tracking each case. When concluded, documentation will be filed in the Child Protection File in the Headmaster's Office. This will be reviewed annually by the governor responsible for Safeguarding issues.

Children who are in need of additional support from one or more agencies but who have not suffered or likely to suffer significant harm should be reported to Children's Social Care immediately, using the Common Assessment Framework (CAF) and 'team around the child' (TAC) approach. Consent is needed for this. (See MAP for guidance or more information).

If a pupil is identified as being at risk of radicalisation, the DSL will consider the level of risk to identify the most appropriate referral, which could include Channel or children's social care.

The school does not require parental consent to make a referral to statutory agencies.

Low Level Concerns

A low-level concern is any concern, no matter how small and even if no more than a 'nagging' doubt:

That an adult may have acted in a manner inconsistent with the School's Code of Conduct or Child Protection Policy

That does not lead to a referral to the LADO, and hence meet the threshold for an allegation as set out in KCSIE (2019).

Staff are encouraged to self-refer, it serves a number of purposes, it demonstrates an understanding of the expected behavioural standards and is an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

Staff should report to the DSL or Headmaster should they have concerns about the behaviour of another

colleague. If the concern is about the DSL it should be reported to the Headmaster, if it is about the Headmaster it should be reported to the DSL or the Governor responsible for Safeguarding. Referrals can be either verbal or in writing.

The concern will always be dealt with by the most appropriate person in the school, which will usually be the Head, the DSL or the Line Manager of the individual. In most cases this is likely to be a conversation with the individual about whom the concern has been raised.

Records of low-level concerns are kept in a central low-level concerns file, not on personnel files.

Confidentiality

Sometimes, it is only when information from several sources has been shared and combined that it becomes clear that a child is at risk. Personal information about children and their families will usually be confidential and should not be disclosed to a third party without the consent of the subject. However, the law allows for the disclosure of confidential information where this is necessary to safeguard a child or children in the public interest. Disclosure of confidential information must be justifiable in each case, according to the particular facts of the case and must be limited to those people who need to know in order to take appropriate action.

Safer Recruitment

When recruiting, interview panels will contain at least one member who has appropriate training in safer recruitment. All members of staff, Common Room and non-teaching, and volunteers who fulfil the tests of frequency, and who have unsupervised access to either pupils or boarding accommodation, are subject to formal checks through the Disclosure and Barring Service (DBS).

The Disclosure and Barring Service helps employers make safer recruitment decisions each year by processing and issuing DBS checks for England, Wales, the Channel Islands and the Isle of Man. DBS also maintains the adults' and children's Barred Lists and makes considered decisions as to whether an individual should be included on one or both of these lists and barred from engaging in regulated activity.

Their appointment is subject to receipt of a satisfactory check. No member of staff or volunteer will begin work until all necessary checks are complete. In the case of the employment of staff from overseas, every effort will be made to check their background and this will, if possible, include a police check. Verification will be obtained that applicants for teaching posts are not subject to prohibition by the Secretary of State. Culford School accesses the Europe Economic Area (EEA) 'teachers prohibited from the profession' list as part of the recruitment process when employing teachers from Europe.

The qualifications, career histories, identity, medical fitness or right to work in the UK of all staff will be scrutinised prior to confirmation of their appointment. Checks will be made to ensure that they have not been prohibited from teaching by the Secretary of State for Education. At least two references will be required, one of them from the previous employer. A checklist of action taken to ensure the safer recruitment of staff will be attached to the files of all newly appointed staff. Responsibility for ensuring that these checks have been undertaken lies with the person making the appointment, usually the Headmaster or the Finance and Operations Director.

The School will take all reasonable steps to gain assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation who work with Culford pupils. This includes a requirement to ensure that external bodies have carried out appropriate checks on their staff when taking pupils away on trips. This is covered on the paperwork required before pupils are taken away on a trip.

All Senior Leaders and Managers, including Heads of Department, will have a Section 128 Check.

Training

The DSL or DPSL Lead will be suitably experienced members of staff and members of SMT who will be given training and time to fulfil their roles. The DSL has a job description outlining their role. All members

of staff and volunteers, who are closely involved with children, are made alert to signs of abuse and how to respond appropriately to allegations or suspicion of abuse.

The programme for the induction of new staff and volunteers includes training in child protection procedures including; awareness of pupil behaviour policy, referral procedures, children missing in education procedures, whistleblowing procedures, online safety, and the Prevent Duty. The staff code of conduct provides guidance on staff pupils relationships, the use of social media and communication with pupils This can be found in the employee and volunteer safeguarding induction handbook.

Staff will receive suitable training every three years; temporary, part- time and voluntary staff will also attend these sessions. All staff will receive annual updates and measures are in place to check understanding. DSL or DPSSL's will receive additional training in multi- agency working, and training for their roles as Child Protection Officers at least every two years. Employees and volunteers are also given guidelines on what is and what is not appropriate behaviour in relation to children, particularly in a boarding context, and are made aware of the DfE guidelines on the appropriate use of force. There is clear policy on who is responsible when the DSL is offsite.

Training will also be provided on this Child Protection Policy, the Staff Code of Conduct, the identity of the DSL and DpSLs; and all staff and volunteers must be given, read and be aware of Part One of Keeping Children Safe in Education. A central register of staff who have read KCSIE Part One and Annex A will be kept by the Finance and Operations Director. Employees and volunteers are made aware of how they should respond to the range of child protection issues that might arise when they are on duty in the Houses. The training of Prefects will include a briefing on appropriate action to take should they receive any allegations or have suspicions of abuse.

There are clear guidelines for those working in the Early Years setting for the restriction of use of mobile phones and cameras. As children enter the school parents confirm, or otherwise, to give permission to have photos of their child(ren) taken. Photos are only ever taken using school equipment, which is locked away when not in use. Staff are asked to keep their phones locked away when in school. Parents are discouraged from using their mobile phones in the school building and at school events. During school events such as the nativity, a professional photographer comes into school.

Management and Monitoring of Safeguarding

The DSL is responsible for leading and facilitating the development of safeguarding and child protection policies, training and procedures and guidance for Culford School, ensuring that the Child Protection (Safeguarding) Policy is reviewed annually by the Governing Body. They are responsible for keeping up to date with their training and must have a working knowledge of how the Local Authority conducts Child Protection Case Conferences and attend these when required to do so.

The DSL must maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection and Ensure that all records are forwarded to any new school the child may attend. They will work directly with children and their families from the school community in order to promote, strengthen and develop the potential of parents/carers and their children in order to prevent children suffering significant harm. They will provide support and guidance to parents, guardians and carers and agree planned interventions as part of action plans for vulnerable children.

The DSL will ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions assigned by setting from planning and intervention meetings are successfully carried out and monitored. They will act as a source of support, advice and expertise to staff on all matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

The DSL has overall responsibility for internet safety at Culford School.

The work of the DSL or DPSSL will be supervised annually by the governor responsible for Safeguarding. This policy 'Child Protection (Safeguarding)' will be reviewed as well as the records of any Child Protection incidents that have occurred in the previous 12 months. The Safeguarding Self- Assessment Tool for Schools as provided by Suffolk Safeguarding Partnership will be completed by the DSL and review of this document by the DSL and Safeguarding Governor will constitute the annual review. This review will be minuted by the Governors who must also read and agree the Safeguarding Policy.

Whistle-blowing

If you feel a child is not being made safe, that child protection arrangements within the school are inadequate, concerns about the School's practices or if the behaviour of colleagues or others which may put a child at risk of abuse or serious harm should be reported to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads (DDSL) as action may already have been taken and/or the designated staff may have sought confidential advice from partner agencies such as children's social care or the police. If the individual is not satisfied with the outcome of this discussion, they should report their concerns to the Headmaster or one of the other designated staff.

If the individual still has concerns about the safety or welfare of the child, they should contact at least one of the following:

The Governor with responsibility for safeguarding trishaabbott@hotmail.com **01359 253665**
Local Authority Designated Officer (LADO) LADOcentral@suffolk.gcsx.gov.uk **0300 123244**
Children's social care / MASH **0345 6061499**
MIST independent safeguarding consultant – Carolyn Eyre – carolyn.eyre@btinternet.com

In the case of possible serious harm, the police should be informed. Anybody can make a referral directly to **Children's Services to Customer First 0808 800 4005**.

Concerns about a colleague / adult in school

This relates to concerns that a member of staff, volunteer or other adult in school may have harmed a child/ren or behaved in a way that suggests they may be unsuitable to work with children. Anyone who has concerns about the behaviour of another adult in school should report this to the Headmaster in the first instance, unless the concern relates to the Headmaster. The Headmaster will refer any allegations to the LADO irrespective of the level of concern.

If the allegation or concern relates to the Headmaster - or there is reason to believe that s/he not taking the appropriate action / the individual does not believe their concerns are being taken seriously – they should contact the Chair of Governors (without notifying the Headmaster), who would contact the LADO for further advice.

The Chair of Governors - Steve Abbott C/o Rosie.Penkethman@culford.co.uk

In the absence of the Chair of Governors one of the following should be contacted:

The Governor with responsibility for safeguarding Patricia Abbott trishaabbott@hotmail.com **01359 253665**
MIST General Secretary – David Humphreys gensec@methodistschools.org.uk **07748 808060**
The Local Authority Designated Officer (LADO) LADOcentral@suffolk.gcsx.gov.uk **0300 1232044**

The Police, if the incident or concern is so serious as to warrant a police investigation or a child has been placed at immediate risk of harm.

In the event of an employee leaving the school or being dismissed where a concern has been raised, on no occasion will the school investigate the matter before referral to the LADO.

If staff feel unable to raise the issue with the School or MIST and/ or feel their genuine concerns are not being addressed; they can contact an external support organisation such as the **NSPCC whistleblowing helpline (Tel: 0800 028 0285 or email help@nscpp.org.uk)**

[Culford Whistleblowing-PolicyV16 2019-2020](#)

MIST Whistleblowing Policy

<https://www.methodistschools.org.uk/downloads/policies-on-website-/mist-whistleblowing-policy-updated.pdf>

V1.3

Reviewed October 2019

If an employee or volunteer has been dismissed or removed as a result of a referral the school will inform the DBS.

If a teacher has been guilty of professional misconduct then the Teaching and Regulation Agency (TRA) will be made aware. In EYFS any allegations will be reported to Ofsted as soon as possible and Teaching and Regulation Agency (TRA) will be made aware. In EYFS any allegations will be reported to Ofsted as soon as possible and within 14 days.

Levels of Supervision

All Boarding Houses have at least one member staff/matron in the Houses (or on occasion in the immediate vicinity, such as adjacent Houses or dining hall) twenty four hours per day, seven days a week. At the start of each term rotas are agreed with teams of staff/matrons which also take into account staff supervising school activities and outings. There are always at least two members of staff in residence overnight. Pupil privacy is respected with regard to dormitories, WC and showers, and staff are aware of the need to be visible when on duty but not intrusive to the needs of the pupils. New employees and volunteers receive detailed guidance on performing duties as part of their induction process. It is one of the areas on which new colleagues are assessed during their induction year.

Where pupils are taken on outside visits and excursions, an excursion form must be completed, giving details of the nature of the activity and arrangements for supervision. A risk assessment is attached to the form. An ISAMS print-out of personal and medical details is attached. Consent is only given to the excursion if the person responsible for trips in each school is satisfied with the pupil-teacher ratio and the arrangements for supervision. Pupils travelling on School minibuses are instructed to use seat-belts on all occasions.

Where additional adults, who are not employees of the School, are supporting an excursion or activity, supervision arrangements will be such that they do not have unsupervised access to children.

One-to-one situations policy

We recognise that one-to-one work is a component of working with children: tutorials where sensitive management and pastoral care is necessary; music lessons; sports coaching. Under such circumstances staff are expected to use their professional judgement to assess what degree of privacy is necessary. Managers of such areas where one-to-one working is required are expected to exercise appropriate supervision of colleagues and volunteers and to assess and mitigate any risks. It is recognised that one-to-one situations can make pupils and adults vulnerable.

One to one situations have the potential to make child/young person more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one to one situations are unavoidable, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of pupils and the adults who work with them.

Pre-arranged meetings with pupils away from the school premises are not permitted unless approval is obtained from their parent and the Headmaster or other senior colleague with delegated authority.

Staff must immediately report any occasions where a child becomes upset or angry in a one-to-one situation, or when the conduct of a one-to-one meeting has caused concern.

Mobile Technologies

School internet access is controlled through a web filtering appliance. Culford School is aware of its responsibility when monitoring staff communication under current legislation and takes into account; The General Data Protection Regulation, the UK Data Protection Bill, The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000, Regulation of Investigatory Powers Act 2000, Human Rights Act 1998. Staff and pupils are aware that school based email and internet activity can be monitored and explored further if required. The school does not allow pupils access to internet logs. The school uses management control tools for controlling and monitoring

workstations. If staff or pupils discover an unsuitable site the incident must be reported immediately to a teacher who will then follow eSafety procedures as necessary.

Mobile technology such as 3G, 4G and 5GE cannot be filters therefore the school educates pupils through e safety training part of their PHSE lessons. This can take the form of Face to face or online education.

Reviewed: February 2020

By Julian Johnson-Munday (Headmaster), Gavin Reynolds (Designated Safeguarding Lead) and Patricia Abbot (Governor responsible for Safeguarding)

Appendix 2 Trips Out of School

The School organises a large number of out of school visits that both enrich the curriculum and provide cultural and recreational opportunities for pupils, particularly for boarders at the weekend.

Each school has a dedicated member of the Common Room who oversees any trips arranged from their school (trip coordinator).

Senior School	Deputy Head	John Guntrip
Prep School	Head of Prep Co-Curricular and Sports	Mark Bolton
Pre Prep	Deputy Head Prep	Claire Bentley

All outings arranged for members of the school, whether organised by Common Room or pupils themselves, and whether in term or holiday must be authorised by the relevant trip coordinator. This includes visits made by groups of pupils during study leave. Once authorised, it is the trip leader’s responsibility to enter the trip in the Calendar.

Any trip not included in the calendar must be drawn to the attention of the trip coordinator and colleagues at least three weeks before, so that there is an opportunity to highlight problems that the proposed trip might cause. This may lead to permission for the trip being refused. If permission is granted all appropriate paper work should be processed immediately and authorized; details, including a list of pupils involved, should be emailed to the trip coordinator, reception, the School Emergency Contact, Housemasters/mistresses and Senior Common Room.

Pupil safety, supervision and code of conduct

Risk assessments should be carried out for all trips, and should also include detailed assessments for all relevant activities.

Trip Type	Ratio	Male & Female supervisor required with mixed gender groups
Period/Residential Trips	1:10	Yes
Day and Ad hoc	1:18	Where possible

V1.3

Reviewed October 2019

For overseas trips, there must always be at least two supervisors who represent the gender of the group.

Ratios must be appropriate to the nature of the activities, the age range of the pupils and also the expertise and experience of the teachers concerned. Trips should have two supervisors irrespective of the ratios. Supervision ratios may be increased if an increased risk is highlighted in the risk assessment. This will be at the discretion of the relevant trip coordinator.

Early Years Foundation Stage statutory framework sets out specific legal requirements for minimum ratios which apply in and outside school. The requirements are for a minimum of 2 adults with each group including at least one person who has a current paediatric first aid certificate with minimum ratios as follows:

- Age under 2; 1:3 at least half the staff should hold a Level 3 qualification or above
- Age 2; 1:4 at least half the staff should hold a Level 3 qualification or above
- Age 3+; 1:8 or 1:13 depending on setting, time of day and staff qualifications

During the daytime pupils should be in groups of four or more unless with an adult. If a pupil cannot make a rendezvous, one pupil can remain with him or her whilst two others return to meet the party leader and get help. The same rule should apply to Sixth Form pupils in the evenings.

Pupils below the Sixth Form should not be allowed out at night unaccompanied by adults.

Such groups must obey all school rules, especially those pertaining to good conduct in public places, consumption of alcohol and smoking. Such groups should not be out for more than two hours before making contact with the party leader or other responsible adult. Unsupervised times for pupils during the day should also be kept to a maximum of two hours at a stretch.

Pupils should only be allowed out unaccompanied in the evenings where the party leader judges it safe, and they must strictly obey any restrictions placed upon them. Such groups must adhere to the curfew time set, which in any case should never be later than midnight. Pupils returning from evening outings should be individually accounted for by the adult responsible. The word of a pupil must never be taken for another pupil's safe return.

Every unsupervised group should have the party leader's mobile phone number on them and a mobile phone of their own to use. They should also have clear instructions on where to rendezvous and at what time. At each rendezvous the adult responsible must see each individual pupil.

Pupils disobeying any of the above rules, or who endanger either their own or anyone else's safety or the safe running of the trip by way of their behaviour, whether such behaviour breaks these rules or not, can expect either to be kept within sight of the party leader and other adults for the remainder of the trip, or, in the most serious cases, sent home from the trip as soon as is practically possible and at their parents' expense.

Pupils participating in the Duke of Edinburgh Awards will be trained and equipped for extended periods of limited supervision; this includes emergency procedures and first aid. Groups will be issued trackers for expeditions to aid remote or close supervision. Although unsupervised periods during day light hours are planned whilst out on expeditions; these may be extended due to unforeseen circumstance such as poor weather or navigational errors.

D of E Award Level	Minimum number of participants in group	Maximum planned number of hours unsupervised
Bronze	4	3 hours
Silver	3	5 hours
Gold	3	6 hours

Arrangements

A draft of the letter should go to the trip coordinator for approval before being produced and sent. A consent form is obligatory if the planned trip costs more than £30 or includes activity with a heightened risk or involves an overnight stay.

A letter must go to all parents giving precise details concerning the trip and, if necessary, enclosing a consent form, to be returned by a specified date. Details should include the purpose/aim, date, time of departure, time of return, dress code, cost and contact telephone number. Housemasters/mistresses of boarders should be similarly informed.

The Schools Trip Pack contains the relevant information to support planning and implementation of school trips and can be found at: <T:\ School Office for Staff\ Trips\Trip Pack Information 2019-2020>

The Administration Record, risk assessments and any additional actions signposted by the Administration Record should be fully completed and sent to the trip coordinator for authorisation.

Commercial transport or a minibus/people carrier can be booked via the Sports Centre. Please read the 'car policy' details about teachers' or pupils' own car use or the Passenger Vehicles Handbook if driving a people carriers or minibus.

To bill pupils, colleagues should email a charge sheet to the Finance Department together with details of the event, costs, and a contact name for any queries. Trips billed to pupils are expected to break even; deficits may be recovered from department or House budgets as appropriate. Small surpluses will be held to offset future losses. Significant surpluses should be avoided and will be reimbursed to parents. Finance rejections for trips must be passed to the Finance Team.

The trip leader must;

- ensure that all applicable consent forms are returned, and brief pupils on dress, food, money and expectations of behaviour.
- complete all appropriate forms found in the trips folder and submit them to the trip coordinator at least 48 hours prior to the trip, or four weeks before extended or overseas visits.
- Email copies of all documents including an accurate list of pupils to Reception and Housemasters/mistresses.
- brief accompanying teachers on: risk assessment; roles and responsibilities, including nomination of an adult responsible for medical matters; emergency procedures; and provide a list of pupils, contact numbers and medical information.
- take a mobile telephone and provide the number to the school and all pupils and parents.
- take a first aid kit supplied by the Medical Centre.

Consent

Where the cost of the trip over £30 or involves hazardous activities or an overnight stay, parental permission will always be sought. Parental consent forms are required for any trip involving swimming or water-based activities. Where the cost of trips is relatively low and the visit does not involve any hazardous activity, it is not the School's policy to ask for parents' consent for pupils to go on such visits. To do so would add significantly to the administrative burden and reduce significantly the School's ability to offer the range of opportunities available to pupils. We do, however, keep parents informed of the details of these trips. Any parents, who would, as a matter of course, like their consent to be obtained before a pupil goes on any School visit, are able to request this.

Supervising teachers and their own children

Teachers supervising a trip may consider whether to take their own children on the trip if they are a) members of the school and b) in the correct age group for the trip. When a member of staff takes children on a School trip a duty of care is owed to the whole group. If staff take their own children on such a trip there may be a conflict between that and acting as a parent. This should be considered in the risk assessment. If possible, the leader of the trip should seek to enhance the staff: pupil ratio. A member of staff accompanied by his or her child or children should not normally assume a role in charge, or as second in charge of the trip. If possible staff should travel separately from their own children and not take direct charge of them. Teachers' children who are not members of the school or not among the relevant pupil group should not normally be taken. Staff intending to take their own children on a trip must seek permission on each occasion from the trip coordinator. The overall risk inherent in the trip will be considered by the trip coordinator before permission is granted.

Risk Assessments

The trip leader is required to write a risk assessment for their trip. Higher risk activities at a venue or carried out by a third party contractor needs evidence of the activity provider's public liability insurance and their risk assessments. A trips risk assessment template can be found at T:_School Office for Staff\ Trips\Trip Pack Information 2019-2020\Master Risk assessment -School Trips V1.doc

This must be amended to be unique to your trip covering both health, safety and safeguarding risks. These include travel, activity, equipment and venue. The correct ratios for that particular trip must be evident in the risk assessment and the Compliance Office is available for advice with any queries you may have about your risk assessment.

Adventure Activities - The Adventure Activities Licensing Authority (AALA)

Where a school trip intends to make use of an Adventure Activities Centre, the organiser of the trip will ensure that the centre is properly licensed and obtain evidence to that effect in writing in order to comply with HSE requirements. The relevant section of the administration record will allow you to record this.

Ad Hoc Visits

When the trip is to a familiar venue not involving a hazardous activity, with no overnight stay and the cost less than £30, then an 'Ad Hoc' Form can be filled out. These types of trips may include: tutor group to cinema; music group to a play at lunchtime; recce for carol service. Such trips must still conform to staffing ratios.

Duke of Edinburgh

The Duke of Edinburgh Awards is managed by the D of E Manager and follows detailed Safe Operating Procedures that form part of the risk assessment for these activities.

Period Visits

Extended Trips or Visits Abroad

Trips lasting a week or more should be discussed with the trip coordinator at least a year ahead, all other visits at least six months ahead. There should be a meeting with the Management Accountant to quality control finance; deposits should be collected before any cancellation deadlines and full amounts should be collected before the trip departs.

Trip leaders should check that the school trip insurance covers the nature of the trip. The Finance and Operations Director should approve insurance arrangements if not using the school travel insurance policy. Insurance details should be given to parents. Sports tours must contact their relevant National Governing Body to obtain permission if required.

For overseas visits where there is no local knowledge, the organiser must use an accredited tour company or conduct a familiarisation visit. When using an accredited tour company, parents must be made fully aware of the company's cancellation policy.

For exchanges, the group leader should ensure a good personal knowledge of the host school and their counterpart. The School Office should have a list of pupils and their host families with contact details. Pupils must have easy contact access with the group leader.

In the case of mixed parties there must be an adult of each gender on the trip. Carefully selected parents or volunteers, who are well known to Culford and the pupil group, may be used to supplement the adult: pupil ratio. They should fully understand their role and have appropriate DBS checks and training.

Anyone who has not had a DBS check must never be left in sole charge of pupils.

All relevant details, including a list of pupils on the trip with home addresses and telephone numbers, should be given to the trip coordinator. The trip organiser must arrange an emergency contact at School or at home in the event of an emergency while the group is away. Parents should be given this number but be made aware that it is for emergencies only.

If an SMT contact is required for a trip, the trip organiser must ensure they have asked the relevant member of the SMT before the trip to ensure they are able to act at the school contact

All trips to a foreign country should, where possible, have a member of Common Room or a pupil who is able to speak the language of that country and can act as an interpreter in an emergency. The trip leader should ensure the following;

- that the group have all necessary vaccinations.
- identify any non-EU pupils and ensure they have secured a VISA waiver agreement from the British Council.
- all parents should have signed a consent form and these should be taken on the trip.
- specific medical problems should be notified to the School's insurers.
- ensure that all pupils have EU medical insurance and an EHIC card for each pupil for European trips.
- refer to medical information held by the school and seek advice from the Medical Centre, including the provision of a medical kit. As on all trips, one member of Common Room must be appointed as responsible for medical matters.

Pupils should be issued with emergency information to carry with them on tour at all times. This should include how to contact the trip leader, addresses and telephone numbers of accommodation, how to contact emergency services and essential phrases in the language of the country visited. Expectations concerning pupil behaviour on the tour or visit should be agreed with the trip coordinator and made clear to the party before departure by means of a code of conduct which pupils sign.

Housemasters/mistresses should be asked to give a written indication of any behavioural or psychological problem of any member of a potential school party travelling abroad.

There should be at least one parent meeting to discuss the organisation of a trip before the departure date.

Sports Trips

The school follows the guidance of NSCPP's Child Protection in Sport Unit in regards to trips and travel. Regardless of the overall ratios, a minimum of two supervisors should be present.

Residential sports tours using host families should be for pupils in the Sixth Form only and pupils should be placed in pairs.

Boarders

Weekend trips are published every term in the calendar and on the Website. Specific details about these trips are not given to parents as House staff act *In Loco Parentis*, as they can do for other trips.

However, all trips that cost over £30, or that are hazardous or overnight, require written parental consent.

First Aid

The group leader should take a first aid kit from the Medical Centre who will ensure that it is adequately stocked for the needs of the pupils attending the trip. An accompanying teacher should be responsible for first aid and ideally have a first aid qualification. All accompanying teachers should be aware of emergency procedures, including how to contact emergency services, and have a list of pupils, contact numbers and medical information. Accident report forms must be completed and reported to the Medical Centre and Compliance Officer as soon as possible.

The party leader may vary the rules above if he or she deems it prudent and necessary, providing that such variation remains in accordance with good practice, legal requirements, and health and safety issues. Guidelines in other related policies, e.g. child protection, behaviour, health and safety, medical, should be strictly followed.

Emergency Procedures

When organising a trip, contingencies for possible emergencies should be pre-planned. In the event of an emergency, teachers should ensure that all colleagues and pupils are safe from further danger and that all necessary steps have been taken to provide rescue, medical care and hospitalisation of anyone who is injured or missing. If abroad, procedures given under medical insurance must be followed. In case of a fatality, the police must be notified.

The emergency contact at Culford must be notified of any emergency. Teachers should give details of their location, what exactly has happened to whom and what has been done so far. The emergency contact will arrange for parents and others to be informed as necessary.

Teachers should make careful notes using the accident/incident report form found in the trips pack of what led up to the incident, who was supervising, what instructions were given, and any other relevant details. If possible, pupils should not contact home until contact has been made with Culford. Teachers must refer any press or media queries to the Headmaster.

Travel

If traveling in the UK, commercial transport or a minibus/people carrier can be booked via the Sports Centre. Please read the [Passenger Vehicles Handbook](#) if driving a people carriers or a minibus.

There should be a minimum of two adults in a vehicle transporting pupils and pupils must remain seated in the rear of the vehicle. Consideration must also be taken when driving long distances. You may need to plan for a relief driver.

If traveling outside the UK, please check that the school vehicles are legal to drive. For example, our minibuses are not legal to driving in France as they are not fitted with tachographs, however a people carrier would be. If you are unsure, contact the Compliance Officer for further guidance.

Where the use of a colleagues own car is required for a trip, this must be discussed in the first instance with the Trip Coordinator and the Compliance Officer to ensure safeguarding, insurance and health and safety requirements are met. Parental permission will always be required for this type of transport.

Administration check list

Admin Form (day, ad hoc or period)	
Draft letter for parents	
School Risk Assessment	
Consent form for parents	
Third Party Risk Assessment (for higher risk activities)	
Third Party Public Liability Insurance details (for activity trips and higher risk events)	
Evidence of Adventure Activities License (where applicable)	
Arranged transport	
Send completed forms to trip coordinator for approval	
Send approved trip paperwork to relevant colleagues	

Appendix 3 ICT Policy (Whole School)

Overview

ICT in the 21st Century is an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, schools need to build in the use of these technologies in order to arm our young people with the skills to access life-long learning and employment. Information and Communications Technology covers a wide range of resources including web-based and mobile learning.

It is also important to recognise the constant and fast paced evolution of ICT within our society as a whole. The internet technologies children and young people are using both inside and outside of the classroom are wide-ranging. Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly web-based resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these Internet technologies.

At Culford School, we understand the responsibility to educate our pupils on eSafety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

The school community captures, processes, stores and shares personal data on pupils, staff, parents and third parties to help them conduct their day-to-day activities. This personal data could be used by another person or criminal organisation to cause harm or distress to an individual. The loss of personal data may result in data breach, which may result in non-compliance with current data protection laws. This may also leave the School or a member of the School Community exposed to negative media coverage, and potentially damage the reputation of the School.

Everybody in the school has a shared responsibility to secure any information whether personal and /or special category used in their day to day professional duties and even staff not directly involved in data handling should be made aware of the risks and threats and how to minimise them. Both this policy and the Acceptable Use Policy Agreements are inclusive of both fixed and mobile internet technologies provided by the school, and technologies owned by pupils and staff, but brought onto school premises.

Safety

The Headmaster and Board of Governors have ultimate responsibility to ensure that eSafety policy and practices are embedded and monitored in the school. Culford School has a named eSafety co-ordinator who reports directly to the member of senior leadership team with responsibility for eSafety within each school. It is the role of the eSafety co-ordinator to keep abreast of current issues and guidance and brief the school leadership team appropriately.

This policy, supported by the School's Acceptable Use Policy Agreements for staff and pupils and its Data Protection Policies are designed to protect the interests and safety of the whole school community. It is linked to other school policies including child protection, health and safety, behaviour/pupil discipline and PSHE.

The School provides opportunities within a range of curriculum areas to teach about eSafety. Educating pupils on the dangers of technologies that maybe encountered outside school is done informally when opportunities arise and as part of the eSafety curriculum.

Pupils are made aware of the relevant legislation when using the internet. They are taught about copyright and respecting other people on the internet. Pupils are made aware of the impact of Cyberbullying and know how to seek help if they are affected by any form of online bullying. Pupils are also made aware of where to seek advice or help if they experience problems when using the internet and related technologies. Pupils are taught to critically evaluate materials and learn good searching skills through the curriculum.

Teachers receive regular information and training on eSafety issues. Details of eSafety staff training are available from the member of senior leadership team responsible for staff development.

All new staff receive information on the school's Acceptable Use Policy Agreement as part of their induction. All staff are made aware of individual responsibilities relating to the safeguarding of children within the context of eSafety and know what to do in the event of misuse of technology by any member of the school community. All teachers are encouraged to incorporate eSafety activities and awareness within their curriculum areas.

Incidents

Some internet activity is illegal and is banned from school and all other ICT systems. Other activities are banned and could lead to criminal prosecution. There are however a range of activities which may be legal but are inappropriate in a school context, either because of the age of the users or the nature of those activities. School policy restricts certain internet usage as follows:

Uploading, downloading, possessing or transmitting material that falls under the following headings, including the attempt to so do:	Acceptable	Unacceptable	Illegal
child sexual abuse images			✓
illegal acts under child protection, obscenity, computer misuse or fraud legislation			✓
adult material that potentially breaches the Obscene Publications Act			✓
criminally racist material in UK			✓
Pornography		✓	
any kind of discrimination		✓	
racial or religious hatred or threatening behaviour			✓
information which may be offensive or bring the		✓	
using school systems to run a private business		✓	
attempting to bypass the filtering or other safeguards employed by Culford		✓	
commercial software or any copyrighted materials without the necessary permissions			✓
revealing or publicising confidential or proprietary information		✓	
creating or propagating computer viruses or other harmful files		✓	
high volume network traffic that causes network congestion and hinders work		✓	
on-line gaming (educational)	✓		
on-line gaming (non-educational) or gambling		✓	
on-line shopping / commerce	✓		
file sharing (educational)	✓		
file sharing (non-educational)		✓	
use of social networking and video broadcasting sites e.g. YouTube, Skype	✓		

Responding to incidents of misuse

It is hoped that all members of the school community will be responsible users of ICT, who understand and follow this policy. However, there may be times when infringements of the policy could take place, through careless or irresponsible use, or deliberate misuse. If any apparent or actual misuse appears to have occurred the protocol below should be followed:

- Save all evidence, do not shutdown or logoff the device, secure and isolate the device.
- If appropriate arrange suspension of the user account with IT Services.
- If the incident involves a member of staff do not approach that member of staff directly.
- If the incident involves a pupil / child record any facts and do not ask any leading questions.
- If the incident is deemed to be a child protection issue contact the Designated Safeguarding Lead.
- If not contact the Head of IT Services or Head of ICT and inform a Deputy Head.
- Ensure a full record has been taken of events.

Email

The use of email is an essential means of communication for both staff and pupils. In the context of Culford School, email should not be considered private. Educationally, email can also

offer significant benefits. All users need to understand how to style an email in relation to good network etiquette.

Managing email

The School gives all staff and pupils their own email account to use for all school business as a work based tool. This minimises the risk of receiving unsolicited or malicious emails and avoids the risk of personal information being revealed. It is the responsibility of each account holder to keep their password secure. For the safety and security of users and recipients, all mail is filtered and logged; if necessary email histories can be traced. The school email account must be used for all school business. The school automatically adds a standard disclaimer to all email correspondence, and under no circumstances should staff contact pupils, parents or conduct any school business using personal email addresses.

Pupils may only use school approved accounts on the school system and only for educational purposes. The forwarding of chain letters is not permitted. All pupil email users are expected to adhere to the generally accepted rules of netiquette particularly in relation to the use of appropriate language and not revealing any personal details about themselves or others in email communication, or arrange to meet anyone without specific permission. Pupils must immediately tell a teacher or trusted adult if they receive an offensive email. Staff must inform their line manager.

However you access your school email, all the school email policies apply. The use of internet based webmail except Culford Outlook Web Access services for sending, reading or receiving business related email is not permitted. All emails should be written and checked carefully before sending, in the same way as a letter written on school headed paper.

Sending emails

If emailing personal, confidential, classified or special category data to external third parties or agencies, refer to the relevant section below.

Use your own school email account so that you are clearly identified as the originator of a message. If you are required to send an email from someone else's account, always use the 'Delegation' or 'send as' facility so that you are identified as the sender. Keep the number and relevance of email recipients, particularly those being copied, to the minimum necessary and appropriate. Do not send or forward attachments unnecessarily. Whenever possible, send the location path to the shared drive rather than sending attachments. An outgoing email greater than five megabytes (including any attachments) is likely to be stopped automatically. This size limit also applies to incoming email.

Receiving emails

Check your email regularly. Activate your 'out-of-office' notification when away for extended periods. Use the 'Delegation' facility within your email software so that your email can be handled by someone else while you are not at work. Never open attachments from an untrusted source; consult IT Services first. Do not use the email systems to store attachments; detach and save business related work to the appropriate drive/folder. The automatic deletion of emails is not allowed.

Emailing Personal, Special Category, Confidential or Classified Information

Assess whether the information can be transmitted by other secure means before using email; emailing confidential data is not recommended and should be avoided wherever possible. The use of Internet based webmail services for sending email containing special category information is not permitted. Where your conclusion is that email must be used to transmit such

data exercise caution when sending the email and always follow these checks before releasing the email:

- Verify the details, including accurate email address, of any intended recipient
- Verify the details of a requestor before responding to email requests for information
- Do not copy or forward the email to any more recipients than is absolutely necessary
- Do not send the information to anybody whose details you have been unable to verify
- Where possible send the information as an encrypted document attached to an email
- Provide the encryption key or password by separate contact; preferably by telephone
- Do not identify such information in the subject line of any email
- Request confirmation of safe receipt.

Internet Access

The internet is an invaluable resource for education, business and social interaction, but also a potential risk to young and vulnerable people. All use of the Culford network for internet usage is logged and the logs are randomly but regularly monitored. Whenever any inappropriate use is detected it will be followed up.

Managing the Internet

Staff will preview any recommended sites before use and if Internet research is set for prep, specific sites will be suggested that have previously been checked by the teacher. All users must observe software copyright at all times. It is illegal to copy or distribute school software or illegal software from other sources and all users must observe copyright of materials from electronic resources.

Users must not post personal, special category, confidential or classified information or disseminate such information in any way that may compromise its intended restricted audience; nor reveal names of colleagues, pupils, parents or third parties or any other confidential information acquired through your position at Culford. On-line gambling or gaming is not allowed. It is at the Headmasters' discretion what internet activities are permissible for staff and pupils and how this is disseminated.

School internet access is controlled through a web filtering appliance. Culford School is aware of its responsibility when monitoring staff communication under current legislation and takes into account; The General Data Protection Regulation, the UK Data Protection Bill, The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000, Regulation of Investigatory Powers Act 2000, Human Rights Act 1998. Staff and pupils are aware that school based email and internet activity can be monitored and explored further if required. The school does not allow pupils access to internet logs. The school uses management control tools for controlling and monitoring workstations.

If staff or pupils discover an unsuitable site the incident must be reported immediately to a teacher who will then follow eSafety procedures as necessary. It is the responsibility of the school, by delegation to the IT Services, to ensure that Anti-virus protection is installed and kept up-to-date on all school machines. Pupils and Staff using personal removable media are responsible for measures to protect against viruses, for example making sure that additional systems used have up-to-date virus protection software. It is not the school's responsibility or IT Services to install or maintain virus protection on personal systems.

Pupils and staff are not permitted to download programs on school based technologies without seeking prior permission from IT Services. If there are any issues related to viruses or anti-virus software, IT Services should be informed through Service Desk.

Personal or Special Category Information

Users must ensure that any School information accessed from your own PC or removable media equipment is kept secure and that computers are left locked to prevent unauthorised access. That any personal, special category, confidential and classified information disclosed or shared with others is accurate; that it is not disclosed to any unauthorised person; and that it does not compromise its intended restricted audience.

Users must ensure the security of any personal, special category, confidential and classified information sent or copied to others. They may only download personal data from systems if expressly authorised to do so by their manager and must keep their screen display out of direct view of any third parties when accessing personal, special category, confidential or classified information. Copies of such data must be securely stored and disposed of after use.

All files containing personal, special category, confidential or classified data must be encrypted wherever possible and hard drives from machines no longer in service must be removed and stored securely or wiped clean. All redundant ICT equipment must be returned to IT Services and will be disposed of in accordance with Waste Electrical and Electronic Equipment (WEEE) directive and Data Protection Laws.

Safe Use of Images, Video and Sound Recordings

Digital images are easy to capture, reproduce and publish and, therefore, misuse. We must remember that it is not always appropriate to take or store images of any member of the school community or public, without first seeking consent and considering the appropriateness.

Culford likes to share our pupils' achievements with the Culford community and beyond through our termly newsletters, press releases, social media, prospectuses and on our website. One of the most enjoyable and effective ways of doing this is by the use of photographs. However, we take very seriously the issue of child safety in connection with the use of images of children in the public domain. Whilst their involvement may be motivating for pupils, and good for the School, we naturally have a duty of care to our pupils and are concerned that we should use photographs with the appropriate consent.

In line with government guidelines, pupils will remain unidentifiable in Culford promotional publications such as our prospectuses. While we tend not to include pupils' full names alongside the images in newsletters and with photographs issued to the media, if the story is about one particular pupil's achievement, for example, it is clearly impossible for the pupil/s to remain anonymous. Parents are sent a letter when their child joins Culford which asks them to complete and return a reply form if they object to the use of images of their children in the public domain.

This consent is considered valid for the entire period that the child attends this school unless there is a change in the child's circumstances where consent could be an issue. Consent may withdraw permission at any time by contacting the school.

Staff are not permitted to use personal digital equipment, such as mobile phones and cameras, to record pupils, this includes when on field trips. However with the express permission of the Headmaster, images, video or sound can be taken provided they are transferred immediately and solely to the School's network and deleted from the staff device.

Pupils should not use personal digital equipment to record others, including when on field trips. However, pupils may record images, video or sound of others with the express permission of a member of staff, providing the material is not inappropriate and is not used inappropriately.

Pupils must not take, use, share, publish or distribute images, video or sound of others without their permission.

In EYFS staff are required to hand in their mobile phone in the phone basket in the office during working hours. In the event that an employee has an emergency, or is waiting for an important call, they may request permission to use the nursery phone. If staff are witnessed using a mobile phone in the playrooms, toilets, sleep room or kitchen they may be subject to disciplinary action. Staff are not permitted to use any personal recording devices camera, camcorder, ipad or any other device anywhere in the nursery or Pre Prep. Devices for recording observations for Tapestry are provided.

Storage of images, video and sound recordings

Recordings of children must be stored on the school's network and nowhere else. Rights of access to this material are restricted to staff and pupils as appropriate and material no longer required will be deleted from the network at the earliest opportunity.

The school uses CCTV for security and safety. The only people with access to this are the Head of IT Services, School Caretakers, the ICT Network technicians; and Sports and Tennis Centre Staff who monitor the CCTV cameras attached to and inside that building. Notification of CCTV use is displayed at the front of the school.

The School operates a dedicated live video streaming service from two courts in the tennis dome. These recordings capture pupils and staff in the area during lessons. Access to this service is restricted and access addresses changed monthly. The school does not have any other webcams on site and additional projects must be managed through the IT Manager. Misuse of webcams by any member of the school community will result in sanctions.

Conferencing

Skype and other similar services can be used by pupils outside the normal working day to contact parents and guardians. Skype and other similar services should not be used during the working day by pupils and should be turned off. Skype and other similar services should not be used as an instant messaging application. Pupils should not make contact with or accept approaches from unknown individuals or organisations. Skype and other similar services usernames must be marked as private and not included in the global search.

School ICT Equipment

Users are responsible for any activity undertaken on school ICT equipment provided to them. Culford School keeps a record of ICT equipment issued to staff. All ICT equipment must be kept physically secure. Users must save data on a frequent basis. Individuals are responsible for the backup and restoration of any data that is not held on the school's network drive. Personal or special category data should not be stored on the local drives of laptops or desktop PCs or in the shared drive of the schools IT system. Individuals are responsible for any information accessed from their own equipment and must ensure it is kept secure, and that no personal, special category, confidential or classified information is disclosed to any unauthorised person.

Visitors must not plug their hardware into school network points but must be directed to IT Services if network access is required. Unauthorised access or modifications to computer equipment, programs, files or data is an offence under the Computer Misuse Act 1990. On termination of employment all ICT equipment must be returned to IT Services.

Portable & Mobile ICT Equipment

All activities carried out on School systems and hardware will be monitored in accordance with the general policy for school ICT equipment. School data must be stored on the school's network, and not kept solely on mobile equipment. Personal data should be encrypted where possible and the devices have password protection enabled and used. Equipment must be kept physically secure. When travelling by car, best practice is to place the laptop in the boot of your car before starting your journey. Devices should not be left in vehicles unattended overnight or for long periods of time. Never leave the device in view and make sure the vehicle is secure. Staff must never use a hand-held mobile phone whilst driving a vehicle.

Users should synchronise all locally stored data with the central school network server on a frequent basis. Portable and mobile equipment must be made available as necessary for anti-virus updates and software installations, patches or upgrades and the installation of any applications or software must only be authorised, fully licensed and installed by IT Services. Portable or mobile ICT equipment must not be left unattended and, wherever possible, must be kept out of sight. It must be transported in its protective case if supplied.

Users must report the loss of any school mobile device to the Head of IT Services immediately because the school remains responsible for all costs until the mobile device is reported lost or stolen. School SIM cards must only be used in school provided mobile phones unless authorized by the Head of IT Services. Staff may have to reimburse Culford School for the cost of any personal use of equipment.

Mobile Technologies

Many emerging technologies offer new opportunities for teaching and learning. Mobile devices often offer internet access and thus open up risk and misuse associated with communication and internet use. Emerging technologies will be examined for educational benefit and the risk assessed before use in school is allowed. Culford School will manage the use of these devices so that users exploit them appropriately.

The school allows staff to bring in personal mobile phones and devices for their own use.

Pupils are allowed to bring personal mobile devices to the Senior School but must not use them for personal purposes within lesson time. At all times the device must be switched onto silent. Prep and Pre-Prep pupils must leave their personal mobile devices in the designated areas in Cadogan House or the School office. Pupils' personal mobile devices may be used for educational purposes, when authorized by the member of staff responsible. The device user must always ask the prior permission of the bill payer.

The school is not responsible for the loss, damage or theft of any personal mobile device.

The sending of inappropriate digital messages between any members of the school community is not allowed and permission must be sought before any image, video or sound recordings are made on these devices of any member of the school community.

Users bringing personal devices into school must ensure there is no inappropriate or illegal content on the device.

Managing Social Networking

Social networking sites, if used responsibly both outside and within an educational context can provide easy to use, creative, collaborative and free facilities. However there are issues regarding the appropriateness of some content, contact, culture and commercialism. Users

must think carefully about the way that information can be added and removed by all users, including themselves, from these sites. At present, the school endeavours to deny access to social networking sites to pupils within school during the working day.

Users must be cautious about the information given by others on sites, for example users not being who they say they are. Users should not place images of themselves on such sites owing to the difficulty of removal once online. Users must avoid giving out personal details which may identify them or where they are. Users must always set and maintain profiles on such sites to maximum privacy and deny access to unknown individuals. Users must be wary about publishing specific and detailed private thoughts online. Users must report any incidents of online bullying to the school.

Staff may only create or use social networking tools to communicate with pupils using a Culford approved platform or other system approved by the Headmaster and made known to the IT Manager.

Telephone Services

School telephones are available in term time for all School business, but only for local or UK calls. Anyone requiring calls outside the UK must see the Head of IT Services. The school has two mobile phones which are usable in Europe. They are available from the School Office for use on school trips. Be aware that the laws of slander apply to telephone calls. Whilst a telephone call may seem to have a temporary and private existence it still qualifies as admissible evidence in slander law cases.

Monitoring

Authorised ICT staff may inspect any ICT equipment owned or leased by the School, and devices owned by pupils that have been used to access the Culford school network, at any time without prior notice. Authorised ICT staff may monitor, intercept, access, inspect, record and disclose telephone calls, emails, instant messaging, internet/intranet use and any other electronic communications (data, voice or image) involving its employees or pupils without consent, to the extent permitted by law. This may be to confirm or obtain School business related information; to confirm or investigate compliance with School policies, standards and procedures; to ensure the effective operation of School ICT; for quality control or training purposes; to comply with a Subject Access Request under Data Protection Laws, or to prevent or detect crime.

Authorised ICT staff may, without prior notice, access the email or voicemail account where applicable, of someone who is absent in order to deal with any business-related issues retained on that account.

All monitoring, surveillance or investigative activities are conducted by authorised staff and comply with Data Protection Laws, the Human Rights Act 1998, the Regulation of Investigatory Powers Act 2000 (RIPA) and the Lawful Business Practice Regulations 2000. Personal communications using School ICT may be unavoidably included in any business communications that are monitored, intercepted or recorded.

Breaches

A breach or suspected breach of policy by a School employee, contractor or pupil may result in the temporary or permanent withdrawal of ICT hardware, software or services from the offending individual. Any breach is grounds for disciplinary action. Breaches may also lead to criminal or civil proceedings.

Any security breaches or attempts, lost or stolen equipment or data, unauthorised use or suspected misuse of ICT, virus notifications, unsolicited emails, and all other policy non-compliance must be immediately reported to the school's IT Manager or Compliance Officer.

Computer Viruses

All files downloaded from the Internet or received via email will be automatically checked for viruses. However, files on removable media must be checked for any viruses using school provided anti-virus software before using them. Users must never interfere with any anti-virus software installed on school equipment. In the case of a suspected virus, users must stop using the equipment and contact IT Services immediately. The IT Services department will be responsible for advising users of what actions to take.

Data Protection and Security

All staff must follow the School's policies and procedures in relation to the management of personal data which have been written in line with current data protection laws. A large amount of pupil, parent, employee and third party data is held on electronic systems such as the school server, various cloud base systems apps or personal laptops, mobile phones and USB's.

Under General Data Protection Regulations, individuals have the right to request access to the information the school holds about them, Subject Access Request (SAR). This request must be responded to no longer than one month after the request was made. It is important that staff understand how to recognise a Subject Access Request and the school policies on responding to it. All SAR's must go through the Compliance Officer.

Full Data Protection Policies can be found in Moodle/Support/Data Protection. The Schools Data Protection Lead is the Compliance Officer who is available for support or to answer any queries you may have about data protection.

New software or apps

All new software or apps for school use must be made known to the IT Manager before purchase has taken place. This is to comply with data protection laws. The IT Manager will liaise with the Schools' Data Protection Lead to ensure any data impact assessments, data sharing agreements and data mapping has been carried out before the final purchase of the system.

Security

The School gives relevant staff access to its Management Information System, with a unique ID and password. It is the responsibility of users to keep passwords secure. Staff must be aware of their responsibility when accessing school data. Staff have access to relevant guidance within the Culford ICT Policy, including the Acceptable Use Policy Agreement. Staff must keep all school related data secure, especially all personal, special category, confidential or classified data.

Anyone expecting or sending a confidential or special category fax, should use the Safe Haven Fax procedure:

- Ensure the recipient knows the fax is being sent and that it will be collected at the other end.
- Send the front sheet through first and check that it has been received by the correct recipient.
- Add the rest of the document to the fax and press the redial button.
- Don't leave while transmitting; wait for the original to process and remove it from the fax machine.

- Wait for confirmation of successful transmission.
- Confirm whether it is appropriate to fax to another colleague if they are not there to receive it.
- Use only the minimum information and anonymise where possible.

Passwords

Staff and pupils must always use their own personal passwords to access computer based services and enter them each time they logon. Passwords should not be saved in any automated logon procedures. Staff and pupils should change temporary passwords at first logon and change passwords whenever there is any indication of possible system or password compromise. Passwords should not be recorded on paper or in an unprotected file. Personal passwords should only be disclosed to authorised ICT support staff when necessary, and never to anyone else. All personal passwords that have been disclosed should be changed once the requirement is finished. Passwords should contain a minimum of six characters and be difficult to guess. Staff and pupils who think their password may have been compromised or someone else has become aware of it should report this to IT Services.

User ID and passwords for staff and pupils who have left the school are removed within 24 hours.

Password security is essential for staff. Staff must have secure passwords which are not shared with anyone. The pupils are expected to keep their passwords secret and not to share with others, particularly their friends. Pupils are not allowed to deliberately access on-line materials or files on the school network, of their peers, teachers or others. Staff must be aware of their individual responsibilities to protect the security and confidentiality of school networks, MIS systems and the Learning Platform, including ensuring that passwords are not shared and are changed periodically. Individual users must also make sure that workstations are not left unattended and are locked. Due consideration should be given when logging into the Learning Platform to the browser/cache options for a shared or private computer.

All staff and pupils are expected to comply with password policies at all times

Remote Access

Individual users are responsible for all activity via any of the Culford School remote access facilities. Only equipment with an appropriate level of security for remote access should be used; not, for example, equipment provided in a publically used internet café. To prevent unauthorised access to School systems, users must keep all information such as logon IDs and passwords confidential and not disclose them to anyone. They should avoid writing down or otherwise recording any network access information. Any such information that is written down must be kept in a secure place and disguised so that no other person will be able to identify what it is.

Staff and pupils must protect School information and data at all times, including any printed material produced while using the remote access facility. Particular care must be taken when access is from a non-School environment.

Inventions, Patents, Copyright

You are required to inform the school immediately of any invention, improvement, discovery, process, design or copyright which you create or obtain whilst in the school's employ or as a consequence of it. This will become the absolute property of the school except as otherwise stated by statute. When you leave the school you will return all databases and other information

held by you whether developed or maintained by you during the course of your employment with the school.

Communications with the Media

Any member of staff approached by the media should contact the Headmaster's Office as soon as possible or, in his absence a member of the Executive.

Staff should not pass comment to any form of medium on any matter without prior express approval. All responses and comments to the Press are to be approved by the Headmaster, or, in his absence, by the Executive. All communication with the media should be carried out in a courteous and professional manner and calls and emails from the media should be returned promptly by those authorised to do so.

All press releases and Social Media are co-ordinated by the Marketing department. If colleagues wish to promote an event, achievement or activity they should contact the Marketing Department who will be pleased to advise and assist.

All representatives of the media visiting Culford should be accompanied by a member of staff at all times. Press photographers and news broadcasters do not have a right to take pictures or film anywhere on school grounds as it is private property. Any member of staff who sees anyone taking photographs or filming without a school chaperone should report this to reception and to the Marketing Department immediately.

Any member of staff approached by an individual or an organisation seeking information held by the school about themselves or any other person must pass that request, and the reason, to the Headmaster's Office. Staff should not pass comment on individual or release any information without prior express approval from the Headmaster.

Social Media

The creation and moderation of **all** Culford's social media channels is done by the Marketing Department. This includes forums, discussion groups and blogs as well as the mainstream social channels such as Facebook, Twitter, YouTube, Pinterest, Flickr, Snapchat, Instagram, LinkedIn etc.

We are keen for staff to engage with the school's social Media Activities, but they must only do so through the Marketing Department who will ensure messaging is effectively deployed on the correct platforms.

In addition to this staff may not engage with the School's Social Media as identifiable representatives of Culford. This means that **you must not:**

- Post comments or other content as an official representative of Culford.
- Respond to positive or negative comments regarding the school. Should you come across comments or other postings that are of interest or concern, you should forward them to the Marketing Department who will handle matters.
- Make references to you being a member of Culford's staff while on Social Media. This includes things such as Social Media biographies and the use of 'Culford' in the naming of any blog, forum or instant messaging accounts. Making reference to your position is permitted on professional networking sites such as LinkedIn.
- Post official Culford footage, images or other media, particularly when children can be seen, on any Social Media Platform.
- Tag any Culford pupil on Social Media. Tagging increases an images profile in internet

searches and makes identification possible.

- **You must not accept or solicit friendship or follow requests from current pupils or engage with them directly on Social Media. If asked to engage with alumni (former pupils) on social media you should ensure that the Foundation and Marketing Department are aware, to protect your own position.**

Other digital Communications

Employees must refrain from engaging in unsolicited digital dialogue with unknown third parties via email, instant messaging or text. Despite everyone's best efforts unsolicited communications do come through and you should delete or ignore these. If you are in doubt about the genuine nature of any digital communication that you receive to your school email address, please refer to the Head of IT Services. Should a request come through from a journalist from any medium you must forward it to the Headmaster's Office.

Breach of the Social Media Policy may result in disciplinary action up to and including dismissal. Disciplinary action may be taken regardless of whether the breach is committed during working hours, and regardless of whether our equipment or facilities are used for the purpose of committing the breach. Any employee suspected of committing a breach of this policy will be required to co-operate with our investigation, which may involve handing over relevant passwords and log in details so far as this is consistent with the right of an individual to private and family life.

Employees may be required to remove internet postings which are deemed to constitute a breach of this policy. Failure to comply with such a request in itself may result in disciplinary action.

Appendix 4 Footpaths (Whole School)

Culford recognises that as a significant local landowner it has a role to play both in the local community and with regard to environmental issues. Culford also recognises, however, that it has duty to balance such a role with the duty of care and their safety it owes to its pupils.

In particular, Culford recognises that access to its site for members of the general public, must be balanced by its need to meet its child protection obligations towards pupils.

There are currently three footpaths through the Culford Estate.

- a. The first runs from the northern entrance to the School in Culford village, along the drive, through the Estate, exiting near West Stow church.
- b. The second enters the Estate from its northern boundary past the water tower, across playing fields and to the east of the Hastings and Skinner blocks, where it joins the first footpath.
- c. The third footpath is permissive. It runs from the southern entrance in Culford to a point south of the churchyard, where it turns and follows the north bank of the river until it meets the first footpath.

It is the School policy that these footpaths will be maintained in good repair and continues to provide access to the beauty of Culford Park for members of the School community and the wider local population.

Persons using these footpaths also, however, have responsibilities towards the School. The School will deal robustly with nuisances caused by:

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- a. Persons deviating from the footpaths
- b. Persons who fail to control animals within the park
- c. Persons using motor vehicles, bicycles, horses, or other unacceptable forms of traffic
- d. Persons creating litter, mess or nuisance within the park

The School will deal firmly with intrusion upon private areas of the School. It is a duty of care that our pupils live in a safe environment; and a reasonable expectation that residential staff live in an environment where their privacy is respected.

The School further notes for the purposes of this policy the following:

- a. That there is no right to open access over school land
- b. That the School opposes any extension to public rights of way across its land
- c. That the School has no desire to apply for the closure of footpaths, but recognises that it remains an option if it cannot adequately safeguard its pupils within existing arrangements.

Maps are available from the Finance and Operations Director.

Appendix 5 Culford School Early Years Department Staff Declaration

Staff Consent

I confirm that I have received a copy of all the current policies and procedures for Culford School Nursery.

I confirm that I have read and understand them.

Name

Signed.....

Position / Job Title.....

Date.....