



Culford

Nursery and Pre-Prep School Educational Policies

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Academic Structures

Absence of Members of Common Room

Illness

When unable to attend School because of illness, members of Common Room are required to inform one of the Senior Teachers as soon as possible by telephoning and leaving a message on their mobile; the numbers are provided to staff. In order to arrange supervision for the necessary periods, it is essential that contact is made before 08.00 am.

On return to school after illness, members of Common Room should submit a Self-Certification of Illness form to the Senior Teachers. This form is available on the intranet and in the Common Room. After an illness of three days, members of the Common Room should telephone school, certifying continuing sickness and expected date of return. For absences of five days or longer, a doctor's statement should be submitted to the HR department who should continue to receive such statements at appropriate intervals.

Day Visits with School Parties

These are agreed well in advance and are documented in the school calendar before the term begins. The member of the Common Room in charge of the trip will ensure the catering, travel and risk assessment forms are completed and sent to the office. The number of adults accompanying the trip is also organised by the Member of the Common Room leading the trip and is in line with expected staff: child ratios.

Private Business

If colleagues need to be off site during the school day for a brief period of time, if not required, ensure that Reception is aware of their departure and anticipated return time. This can be done by telephone, email, or in person. For longer absences, permission needs to be granted by the Headmaster with as much notice as possible.

Assessments (to be read alongside the Assessment Policy)

Assessments are on-going at the Pre-Prep and are Assessment for Learning and Assessment of Learning. The children are tracked against the objectives of the EYFS and National Curriculum, using the sub-divisions of emerging, developing and secure. We have a points based assessment system in place; all teachers record assessment points and levels on the tracking files on the staff drive. Reading and spelling ages and the Ravens verbal reasoning and non-verbal reasoning tests are also recorded. The Welcome Speech and Language screening is also used as required.

Assessments are ongoing and there is an assessment cycle in place which is a guide for staff. Nursery and Reception classes assess their children using the Tapestry on-line assessment programme, which helps them to complete their learning journeys. When children enter into the Reception class, they are assessed using an in house baseline.

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.

Academic Rewards

In the Pre-Prep and Nursery much use is made of verbal motivational praise so that pupils of all abilities feel that their work is valued. The importance of academic success is further enhanced by giving out a number of different types of rewards such as house points, stickers and certificates. A Friday award assembly recognises the member of each class who has been awarded a merit.

Reports

Members of the Common Room work together in key stages to ensure consistency of reports. Comments are posted on Tapestry throughout the year in KS1 along with a class teacher summary at the end of the autumn term and a summary for reading, writing and numeracy plus a class teacher's comment at the end of the summer term which are completed on isams. Tapestry is used as a reporting tool in the EYFS alongside the isams reports as above.

Staff should pay particular attention to spelling, punctuation and grammar. Known names may be used, but only those used in ISAMS.

Audio Visual Equipment

A member of the common room who wishes to book the portable projector, screen or laptop, can submit a request via email to ICT Support. They will co-ordinate these requests and will confirm availability by return email. You can also have help if you have any problems setting the equipment up as long as you give plenty of warning. Once you have finished with the laptop and projector, they should be returned to IT Services. When booking a room for a meeting or presentation the Learning Gateway, the equipment requirements can be added at the same time.

Classroom Behaviour and Routines

Styles of teaching and degrees of formality will vary from one teacher to another and from one class to another. Nevertheless, there are common standards which we expect in all lessons:

- Pupils should bring all necessary equipment into school, such as PE kit, book bag and musical instrument.
- Pupils should wait to be invited into a classroom
- Pupils are expected to contribute to good learning for all through positive endeavour and polite behaviour.
- Pupils should leave classrooms clean and tidy.

Adherence to these guidelines aids good learning and is to the benefit of all. Teachers discuss expectations with the children.

Curriculum Overview

Details of the timetable for each year group can be found on the school website www.culford.co.uk

Curriculum

The academic ethos at Culford seeks to promote an enthusiasm for enquiry and learning, as well as rigour and success in terms of grades achieved. Pupils are developed as independent learners; although there is a high level of individual support in order to ensure that each individual reaches his/her potential. The curriculum is designed to allow breadth and balance, as well as a degree of specialism. All pupils of compulsory age attend school full-time.

The academic programme is open to all pupils. We aim to create an environment where all pupils are stimulated to learn and to pursue both a full general programme of education and their own specific interests.

Departmental Audits

Departmental Audits are carried out in the first half of the autumn term by subject co-ordinators; a development plan is then drawn up for the year.

Supporting Children requiring Support Lessons

Support Lessons are offered to pupils with mild learning difficulties who are able to manage independently in the classroom. Individual needs are considered and tailor-made provision is built into our broad and balanced curriculum. Support lessons are embedded in a pupil's timetable and offered on a withdrawal basis. The Head of Learning Development ensures that statutory requirements and individual needs are met through the Learning Development policy.

Monitoring a pupil's academic progress

The class teacher is the key person in assessing a pupil's general progress and strengths and weaknesses in the academic field, using regular assessments.

Pastoral care and pupil discipline

Class teachers should apply School rules at all times so that standards are maintained. They should respond quickly to behavioural concerns from teachers and academic concerns from teachers or pupils. Class teachers should have knowledge of EAL and Learning Development issues. If particular guidance is available, such as a psychologist's report, the Learning Development Coordinator will ensure that this is available to the Class teacher. Where there are significant concerns about a particular pupil, the Class teacher will liaise with the Senior Teachers, Prep School Deputy Head and the LD teacher in calling a meeting of all relevant members of Common Room to share the information gained and inform next steps.

Liaison with parents

Class teachers are advised, as a matter of routine, to keep a record of any telephone conversations or correspondence with parents and to copy information on to Fieldgate where it will be added to isams. All class teachers keep records of all pupils on an online recording system. Any requests from parents for pupils' absence, other than for routine medical or dental appointments, should be passed on to one of the senior teachers.

Daily Routines

Assemblies and Collective Worship

Assembly is a very important part of the school day and we have one every day; one led by the school chaplain, hymn practice, class assembly, PSHE assembly and celebration assembly where good work and progress is recognised.

Differentiation

The needs of all children will be met through differentiation, be this differentiation by outcome or by task.

Educational Equipment

All children at the Pre-Prep and Nursery are provided with a reading diary or communication book respectively and a water bottle; parents are charged for these items on the school bill. Book bags are available through the School Blazer website.

English as an Additional Language

All staff need to be aware of the difficulties faced by those pupils for whom English is not their first language and this needs to inform planning and teaching.

Gifted and Talented Pupils

According to the DfS, gifted pupils are those who achieve, or have the ability to achieve, significantly above average compared with other pupils in their year group at their school in one or more of the National Curriculum subjects other than art, performing arts or physical education. The term talented is reserved for those pupils who achieve, or have the ability to achieve, significantly above average in art, performing arts or physical education, compared with other pupils in their year group at their school. This, of course, means that an individual can be both gifted and talented.

Laptops

The Pre-Prep has a bank of fifteen laptops. The Pre-Prep has wifi throughout the building and laptops are used to teach Computing skills but may also be used in other curricular areas. Members of the Common Room also use the laptops.

Library

The Pre-Prep library is situated in a converted outbuilding; all KS1 classes have a library session each week with their class teacher and every child selects a library book and takes it home each week. This is extended into PPR in the summer term.

Marking, Feedback and Presentation Policy

Rationale

Marking and feedback help the child to understand the next steps in his/her learning. Marking is taken as written and feedback as verbal communication.

Principles

Marking and feedback should:

- be biased towards encouragement; positive marking and the inclusion of diagnostic comments, where appropriate, should be the norm;
- be completed by the teacher or teaching assistant working with the children;
- be completed prior to the next lesson in that given subject;
- always be such as to promote the highest standards of presentation;
- be recorded in a mark-book and on the school's tracking system if applicable.

Marking and Feedback through the school:

General

- Good work should be rewarded with a star, house point or sticker;
- Outstanding work should be acknowledged by the child visiting a senior teacher who will praise the child and reward him/her with a special sticker;
- Pupils should correct work where appropriate.
- Pupils self-assess their own learning and understanding using thumbs up, down and in the middle.
- Pupils self-assess their own learning and understanding using faces on their work.

PPN

- This is through verbal feedback to the children as they are working and as they complete tasks.
- Photographic evidence is used and collated in the child's Learning Journey.
- Positive encouragement is also given through the use of stickers, stamps etc.

PPR

- Marking takes place with the child, as the task progresses, and on completion;
- Feedback is a two-way process between teacher and child. It balances praise and challenge and may involve comparison with a teacher model;
- Positive encouragement is also given through the use of stickers, stamps and house points;
- Verbal targets are set in the form of 'Next time, try to...'
- Photographic evidence is used and collated in the child's Learning Journey.

PP1

- Marking is carried out by the teacher with the child present so that the child may be given feedback at the same time.
- Positive and adverse comments may be noted with the child and work is rewarded with stickers, smiley faces, stamps and house points.
- Work is marked in pen and only words which are not phonetically plausible will be written above or below the word.
- Reversals, incorrect use of full stops and capital letters will be corrected and written above/next to the appropriate letter.
- In Numeracy ticks are used for correct work and when incorrect, children are asked to have another go and verbal feedback is given. If a correction is made, the letter 'c' is written next to the correction.
- Weekly spelling tests are marked promptly, verbal feedback is given and a mark is recorded in the spelling book. House points are given for good work and results are recorded in the teachers' log.

PP2

- Generally feedback is given verbally with the child during the lesson and written marking is completed as soon as possible;

- Learning outcomes are commented on in most pieces of work, praise given and steps for improvement are given as appropriate;
- Across the curriculum a variety of rewards are used to encourage high standards of work, including house points, stickers and smiley faces;
- Some incorrect spellings are corrected.
- In Numeracy ticks are used for correct work and when incorrect, children are asked to have another go and a traffic light stamp may be used:

Red	needs to revisit
Orange	partly achieved
Green	achieved
- In spelling and mental maths tests, marks are given which may be recorded in a mark book. This is left to the teacher's discretion.

Presentation

All children are actively encouraged to produce work to the best of their ability at all times. Children are asked to reflect upon a finished piece of work and, if they and their teacher are not happy with the piece, then the child will repeat the work to the best of their ability. This may involve repeating the work in their own time.

- All work should be dated.
- Rubbers may be used at the individual teacher's discretion.
- Correcting fluid is not used.
- Loose sheet work is kept in a ring binder, plastic folder or document wallet.
- Coloured pencils are the only colours used in exercise and notebooks. Felt tips are used for Art and on loose paper.
- Exercise books will be named by the teacher.
- ICT skills should be encouraged and developed to enhance presentation where appropriate.
- All children are encouraged to show their working where appropriate.
- The children are encouraged to write one digit written in one square in Numeracy books.

Work Scrutiny

The Common Room monitor exercise books and work at the Pre-Prep; a great deal of work is practical and photographic evidence is a method by which we capture this.

Checking Reading Diaries

Class teachers and/or teaching assistants check the reading diaries and communication books daily; the children read or practise keywords and graphemes on a one to one basis every day and this is recorded in the reading diary. This is also a way that parents can communicate with school and vice versa.

Outdoor Classes

Culford Pre-Prep is a Forest School, this takes place throughout the year and is led by Level 3 Forest Leaders. No session will take place without a qualified Forest School Leader; there is a Forest School policy in place which all Common Room are familiar with.

Parent/Teacher Meetings

Two Parent/Teacher Meetings are held during the year, one in the autumn term and one in the spring term. These meetings are clearly published in the school calendar. At the Pre-Prep and Nursery, time sheets are posted outside classrooms to allow parents to sign up for a convenient time. Notes are made by teachers and put onto the ISAMS records of the children.

Comments must be frank and honest, but should avoid being blunt. The tone should avoid over-

personalisation; it is a professional discussion of performance and attitude, not about character. Comments should also be in line with the most recent report on that pupil, and with any reporting chits written on them.

Comments should be balanced, highlighting strengths and achievements, as well as weaknesses and areas for development. It is a good idea to start with the positive. The interview should normally cover most of the following points:

- ability in relation to national year group expectations; quality of work in preps and tests;
- quality of presentation of work; punctuality for lessons and of work; participation in lessons;
- identification of particular strengths;
- identification of particular areas which need attention, and advice on how to address them;
- effort as well as achievement, especially if performance is weak.

Conclude positively, even if only to challenge the pupil to do better in future.

Teachers and parents may also arrange for meetings at other times of the year should the need arise.

Prep

In the Pre-Prep this mainly involves reading practice. In the Reception classes Prep includes learning their key words, phonics work, reading and numeracy linked to number formation and challenges. In PP1 and PP2 Prep includes learning their spellings, numeracy, reading, handwriting and music linked to their curriculum lessons. We recommend 15-20 minutes per evening at PP2 level. Class teachers may from time to time set some topic homework and children are set holiday work which is age appropriate.

PSHE

There is a whole-school approach to personal, social and health education, which is under-pinned by the School's Christian ethos. The School aims to promote the spiritual, physical, social and mental well-being of the individual so that pupils establish healthy patterns of behaviour and acquire the ability to make healthy choices. In particular, pupils are encouraged to develop skills concerned with resisting social pressures and respecting the needs of others. The development of self-esteem and self-confidence are encouraged, while the pastoral system supports personal development.

Spiritual, Moral, Social and Cultural Development Policy

Definition

At Culford Pre-Prep School the promotion of pupils' spiritual, moral, social and cultural (SMSC) education is considered to be 'a whole school issue'.

Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values.

This policy supports and reinforces the aims of our school, valuing all children and staff equally and as individuals.

Principles

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and it is crucial for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people and effective participants in modern Britain.

Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for Personal, Social and Health Education (PSHE), Religious Studies (RS). These policies all underpin the Curriculum model of putting the child at the centre of all we do.

It is an expectation at Culford Pre-Prep School that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time, etc.

The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

Promoting fundamental British values

We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life.

Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

Aims for Spiritual Development

- The ability to listen and be still.
- The ability to reflect.
- The ability to sense wonder and mystery in the world.
- The ability to sense the special nature of human relationships.

Objectives for Spiritual Development

- To develop the skill of being physically still, yet alert.
- To develop the skill to use all one's senses.
- To develop imagination.
- To encourage times for quiet reflection throughout the school day.
- To develop individual self-confidence.

Moral Development

Pupils are encouraged to understand the need for a common moral code and to follow it from conviction rather than because of sanctions or consequences. At Culford Pre-Prep School we work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

Aims for Moral Development

- To understand the principles lying behind decisions and actions.
- To be able to distinguish between right and wrong and to respect the civil and criminal law in England.
- To be able to make decisions, accepting and understanding consequences of their actions.
- To move gradually through a 'taught morality' to taking responsibility for their own moral decisions.

Objectives for Moral Development

- To tell the truth.
- To respect the rights and property of others.
- To help others less fortunate than themselves.
- To be considerate to others.
- To take responsibility of own actions.
- To exercise self-discipline.
- To develop high expectations and a positive attitude.
- To conform to rules and regulations to promote order for the good of all.

Social Development

This enables pupils to become conscientious participants in their family, class, school and the local and wider community as well as make a positive contribution to the lives of others in society. Within this there should be balanced consideration of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and co-operation such membership requires.

Aims for Social Development

- To relate positively to others.
- To participate fully and take responsibility in class and school.
- To use appropriate behaviour across a range of situations.
- To work co-operatively with others.
- To use own initiative responsibly.
- To understand our role in our family, school and society.
- To encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in the UK.

Objectives for Social Development

- To share emotions such as love, joy, hope, anguish and fear.
- To be sensitive to the needs and feelings of others.
- To work as part of a group.
- To interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, music festivals, etc.
- To develop an understanding of citizenship and to experience being a part of a caring community.
- To show care and consideration for others e.g. sharing and turn taking.
- To realise that every individual can do something well and has something to offer.

Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

Aims for Cultural Development

- To develop pupils' sense of belonging to their own culture and pride in their cultural background.
- To challenge opinions or behaviours in school that are contrary to British values.
- To respond to cultural events.
- To share different cultural experiences.
- To respect different cultural traditions.
- To understand codes of behaviour, fitting to cultural tradition.
- To develop a balanced approach to retaining the traditions of Britain's Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present.

Objectives for Cultural Development

- To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in the United Kingdom.
- To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature, etc.
- To develop a love for learning.
- To develop an understanding of different cultures and beliefs, including but not limited to Christianity.
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond.

General Aims for Spiritual, Moral, Social and Cultural Development

We aim:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To enable pupils to distinguish right from wrong, to respect the civil and criminal law of England and to appreciate the rule of law is essential for well-being and safety.
- To enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England and to respect and support participation in the democratic process.
- To promote respect and consideration for differences in protected groups: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.
- To help each pupil achieve their full potential across all areas of the curriculum.
- To develop the individual strengths of all pupils and to help and provide support in areas for development.
- To inspire and stimulate the pupils in order to promote a love of learning and enquiry, to reason rationally and to apply themselves to all tasks.
- To help our pupils towards independent learning and to equip them with life skills in order for them to take their place in a fast-changing society.
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum.
- To develop respect for religious and moral values and understanding of other races, religions and ways of life while challenging opinions or behaviours in school that are contrary to British values.
- To help the pupils understand the world in which they live.
- To develop a sense of responsibility, consideration for others, self-respect and self-confidence.
- To promote good relationships between home, school and the local and wider communities.

Assessment

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Parents' views about their child's development is encouraged and incorporated into the assessments. Alongside these judgements, teachers use the personal, social and emotional objectives to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily observations and evaluations, photographs and Tapestry posts.

KS1 & KS2

Informal assessment is primarily through observation of pupil behaviour, the views that pupils express, and through discussion among staff.

Fundamental British Values Policy

British values are promoted in much of what we do, during school assemblies, Religious Studies, Philosophy and Personal, Social and Health Education (PSHE) sessions. The values are also integral to our vision and values.

The British values we promote are not unique to Britain. We acknowledge that they differ in no way from the values of the many countries and the cultural backgrounds represented by families at Culford Pre-Prep & Nursery.

Below are just a few examples of how we promote British values.

Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody at Culford Pre-Prep & Nursery. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; for example, Harvest Festival during the autumn term and trips to the pantomime at Christmas. We also value and celebrate national events, a recent example being: Remembrance Day.

We learn about being part of Britain from different perspectives. Two specific examples of when we teach about being part of Britain are:

- Geographically
 - our rivers, coasts and seaside holiday topics ensure that children have a better understanding of what Britain is, learning more about:
 - its coasts, rivers and mountains
 - where Britain is in relation to the rest of Europe and other countries in the world
- Historically
 - key moments in British history are studied in the topics such as 'The Great Fire of London' and significant historical figures.

Democracy

Children, parents and staff have many opportunities for their voices to be heard at Culford School. Democracy is central to how we operate.

An example of 'pupil voice' is:

- children are asked to respond and reflect on the teaching and learning they receive as well as make suggestions.

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school, but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

Parents' opinions are welcomed at Culford through methods such as questionnaires, surveys at parents' evenings, working groups and opportunities to comment on weekly newsletters and feedback on reports.

Rules and Laws

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses the school rules and class routines; principles that are

clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- Golden rules in classrooms
- visits from authorities such as the police and fire service
- during Religious Studies, when rules for particular faiths are thought about
- during other school subjects, where there is respect and appreciation for different rules

Individual Liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely; for example:

- choices about what learning/challenge/activity
- choices about how they record their learning
- choices around the participation in extra-curricular activities

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our PSHE lessons.

Mutual respect and tolerance of those with different faiths and beliefs

Culford School has some different cultures and we are proud to promote and celebrate our different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our aims and ethos.

Our central aim to 'Prepare children for the future' drives us towards ensuring that our pupils are able to live and work alongside people from all backgrounds and cultures. This will be particularly necessary in a future where, due to technological advances, the world will be a smaller place.

Our pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community are encouraged to treat each other with respect.

Specific examples of how we at Culford School enhance pupils' understanding and respect for different faiths and beliefs are:

- through Religious Education, PSHE and other lessons where we develop awareness and appreciation of other cultures.
- in English through fiction and in art and music by considering cultures from other parts of the world.
- European languages day highlights different cultures and countries;
- celebrating cultural differences through assemblies, themed weeks, noticeboards and displays.

Whilst instances contrary to our values are relatively rare, no school can guarantee that there will never be instances which are contrary to our values. Each is treated seriously in line with our policies and expectations.

Special Educational Needs WHOLE SCHOOL

It is the duty of the School to ensure that no pupil is discriminated against in any area of school life on the basis of his/her learning disability; to have regard to the Special Educational Needs (SEN) of a child and to monitor a child's performance accordingly; to identify the SEN of a child when a child appears to be under-performing; to provide education suitable to the needs of the child that the Headmaster has identified, unless the school is unable to do so, in which case the Headmaster should bring the child's need to the notice of parents so that they can consider a more appropriate setting.

Culford School is an independent selective school that has a very clear academic emphasis. It is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the least able. It is a school that aims to meet the individual needs of pupils with mild Specific Learning Difficulties (SpLD) within the mainstream setting. Acceptance of a pupil with Special Educational Needs (SEN) is at the discretion of the Headmaster. The Headmaster will discuss the needs of the individual child with the parents and with the School's Head of Learning Development. If the School is able to meet those needs, and the child meets the entry requirements, then the child may be accepted.

A child has a SpLD if he/she has a learning difficulty which calls for special educational provision to be made for him/her. Children have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age, or have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of a similar age. Special educational provision means educational provision, which is additional to or otherwise different from the provision made generally for children of the same age.

This policy sets out to:

Make teachers and parents aware of the nature of SpLD

Outline the procedures for identifying, assessing and providing for pupils with SpLD

Ensure that no child is discriminated against on the basis of his/her learning difficulty

Ensure teachers recognise their roles and responsibilities regarding the education of pupils with SpLD and the importance of maintaining high expectations for all children

Highlight the need to differentiate teaching and learning opportunities so that those with SpLD can fulfil their potential and develop as individuals in a mainstream setting.

All members of Common Room have a responsibility for the fulfilment of the policy:

- by identifying in the first instance that a pupil may have a SpLD
- by accepting that everyone is responsible for meeting the needs of pupils with SpLD
- by planning lessons to encourage the participation and learning of all pupils, including those with SpLD, and by maintaining high expectations for all pupils with SpLD
- by working with the Learning Development team to produce differentiated resources to allow for access for all in the classroom
- by participating in appropriate training

Culford aims to identify as early as possible all pupils with SpLD. The school has well established identification procedures and details of the screening and testing programmes are outlined in the Learning Development Department Handbook.

These pupils require additional help and parents are advised that a programme of specialist teaching in the form of Learning Development lessons may be necessary to meet their needs. Pupils at this stage usually have individual lessons, but may have small-group lessons if considered appropriate.

Curriculum Provision

All pupils with SpLD are, as far as possible, fully integrated into every aspect of school life. Social integration is ensured through an emphasis on the responsibility each child has towards his/her peers. Curricular integration is achieved through differentiated lessons delivered by members of Common Room.

A pupil is entered onto the Learning Development Register following discussion with Common Room and parents. A written record of this initial contact is made on a Record of Concern. All teachers have access to the Learning Development Register and the Information Sheet on each individual pupil on the Register. They record that a pupil is on the register in their markbook/planner. Information sheets outline the particular needs of an individual pupil. Practical strategies to help the pupil in the classroom are also included. The sheets are updated annually or amended accordingly if the circumstances of the pupil change. Information regarding each pupil on the Register is recorded on ISAMS under the SEN linked documents. These entries are updated regularly for all staff to view. The subject teacher as well as the tutor will monitor progress and refer the child back to the Head of Department or Head of Learning Development if there are any concerns.

School Action

Pupils at this stage are demonstrating a lack of progress even after intervention by the class or subject teacher. Their Academic/Pastoral Action Plan has not brought the expected results. They are then referred to the Learning Development Department and a Record of Concern is opened. Pupils at this

stage: do not have SEN as defined by law; may appear on the Learning Development Register temporarily; have an Information Sheet drawn up in conjunction with the Learning Development team; must have their needs carefully monitored by the subject teacher. Pupils at this stage should have their needs met through differentiation in the classroom, and by teachers adopting the strategies suggested on the pupils' individual Information Sheets.

School Action Plus

Pupils at this Stage have failed to make satisfactory progress at School Action Stage and need additional specialist support. There is a charge for this service. Pupils at this stage have Learning Development provision which is additional to or different from that offered to their peers; may have had their SpLD identified by an Educational Psychologist or by the Learning Development team; have an Information Sheet; must have their needs carefully monitored by the subject teacher and tutor; will need differentiated class work.

These pupils require additional help and parents are advised that a programme of specialist teaching in the form of Learning Development lessons may be necessary to meet their needs. Pupils at this stage usually have individual lessons, but may have small-group lessons if considered appropriate.

Statutory Assessment, Statement of Special Educational Needs and Education, Health and Care Plans

Pupils at this stage have SEN. They have been at School Action Plus Stage and have not made satisfactory progress. Pupils at this stage: have demonstrated *significant* cause for concern and any strategy or programme implemented has been continued for a reasonable period of time without success and alternatives have been tried; are considered as meeting the criteria to justify a full multidisciplinary assessment carried out by the LEA. Pupils at this stage have provision arranged, monitored and reviewed by the LEA.

We are not able to offer the level of provision required to meet the needs of pupils with a Statement of Educational Needs or an Education, Health and Care Plan, except in exceptional circumstances. There are no pupils with a Statement or an EHC plan currently in the School. We do not employ teaching assistants in the classroom to work with named pupils. Our admissions policy makes it clear that: "No part of Culford School will admit any pupil if it believes it cannot adequately meet his or her educational needs".

Learning Development Lessons

Planned programmes of work are delivered or supervised by specialist teachers to meet the individual's needs, based on the results of diagnostic tests, teacher consultation and parental requests. Detailed records are kept. A full written report on every pupil at School Action Plus Stage is included in the annual school report as well as written comments on a pupil's assessment card. There is an additional charge for Learning Development lessons. Details of the cost are held by the Finance Department and published to parents annually.

Parent Partnership

A fundamental principle in the Code of Practice is that a good partnership with parents is essential. The School recognises, actively encourages and values the participation of parents in the schooling and education of children with Specific Learning Difficulties. The school believes that the knowledge, views and experience of parents are vital. They are involved as partners in the process of identifying, assessing and meeting their child's needs. Parents are encouraged to feel that they can approach the School about any concerns that they might have about their child's progress. Individual pupils whose names are placed on the Learning Development Register are discussed with their parents so that they are involved at an early stage and their views are encouraged and recorded.

Pupil Performance

Assessment is an on-going process. In the EYFS staff use iPads and the Tapestry software, which enables parents to access information on their child's progress from home as well as add their own entries which go towards informing their child's Learning Journey. Children are tracked throughout their time in Nursery and the Pre-Prep and value added is recorded at the end of each academic year. Reading ages, spelling ages, assessment points and non-verbal and verbal reasoning tests are used across the year. We have a shared drive where the tracking is accessed by all staff.

Assessment Calendar

	PPN	PPR	PP1	PP2
		HFW reading & spelling throughout		
	On-going teacher observations and assessments used to inform planning and highlight specific areas of development			
	EYFS Learning Journey throughout using Tapestry Rising 2 check as appropriate	EYFS Learning Journey throughout using Tapestry Wellcome S&L as required	Ravens V/NV as an entry assessment for new children Observations through Tapestry ongoing Wellcome S&L as required	Ravens V/NV as an entry assessment for new children Observations through Tapestry ongoing
September	In house Baseline Wellcome S&L	Goodenough Draw-a-man In house baseline	Levelled Writing British Spelling Test	Levelled Writing British Spelling Test Suffolk Reading A
October		Levelled Writing	Levelled Writing	Levelled Writing
November				
December				
January		Update in house baseline	Salford Reading X	Salford Reading X Ravens V/NV Prep Reading Prep Numeracy Levelled Writing
February (before half-term)	All areas of EYFS Learning Journey	Levelled Writing All areas of EYFS Learning Journey	Levelled Writing Reading TA Writing TA Numeracy TA	Reading TA Writing TA Numeracy TA
March				
April				
May		Levelled Writing Update informal baseline	Salford Reading Y British Spelling Test Levelled Writing	Salford Reading Y Suffolk Reading B British Spelling Test Levelled Writing
June	All areas of EYFS Learning Journey	Ravens V/NV Goodenough Draw-a-man Complete EYFS Learning Journey	Goodenough Draw-a-man TA & Prediction in: S&L Reading Writing Numeracy Science	Higher Reading (some chn) Higher Numeracy (some chn) TA & Prediction in: S&L Reading Writing Numeracy Science

Sun protection Policy Rationale

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.

Adopt sun protection strategies

We want all children and staff 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.

Sun Smart campaign is the national skin cancer prevention campaign run by cancer research UK

Stay in shade 11-3

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 application at lunchtime.

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. Support recommendations to seek shade during breaks and dinner hour. 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

Supervision of children through the day Policy

This policy covers children in EYFS and Key Stage 1 and details the arrangements for their supervision throughout the school day.

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.

The school opens at 7.30am for children who are pre-booked into Breakfast Club. These children are supervised by two members of the Common Room.

The building doors are opened at 8:00am for all the other children - parents bring their children to the front door where they are met by a teaching assistant. The children are then supervised by staff in one of the Pre-Prep classrooms or outside on the playing field until 8:20am.

This is a plan of the school day:

- 8.20am classrooms open
- 8.50am registration
- 8.50am lessons
- 10.30am snack and break time
- 11.00 am lessons
- 12.00pm lunch in the Weston Hall

- 12.30pm lunch playtime
- 1.15pm registration
- 1.15pm lessons
- 3.40pm end of the school day for PPN
- 3.50pm end of school day for PPR, PP1 and PP2
- 3.50pm after school clubs for some children supervised by members of the Common Room or Coaches with recognised qualifications, who have had a DBS check and completed all relevant Safeguarding training.
- 3.50 - 6:00pm after school care in the staffroom and then in a designated classroom or the play area

The children are released directly to their parent/carer by their teacher or teaching assistant from their classroom door.

The children have a varied timetable incorporating many different subjects, please see class timetables.

Children staying for after school care are handed directly to the parent/carer who will sign them out. There are two members of staff on duty from 4:00pm – 6:00pm who supervise the after school care.

Key pads are used on doors at all times.

When children leave a building they are supervised at all times by a teacher or teaching assistant.

Where a person other than a parent or nominated person on the pupil information form is collecting a child we ask that the school is informed in good time.

The children are supervised at all times.

Pupil-staffing ratios are strictly adhered to.

If children are not collected at the appropriate time they go into After School Care.

Any child not collected from After School Care by 6.20pm will be taken to the Prep School to be supervised by the staff on duty there.

Toilet Training and Nappy Policy

Aim of policy

Culford Pre-Prep & Nursery recognises that some children with SEN and other children's home circumstances may result in children arriving at school with under developed toilet training skills. The aim of this policy is to ensure that appropriate provision is made for such children. This policy also aims to clarify the school's position on toileting needs in children who have no SEN needs and who soil regularly within the school day.

Culford Pre-Prep & Nursery is committed to safeguarding and promoting the welfare of children. We are committed to ensuring that all staff responsible for intimate care of children will undertake their duties in a professional manner at all times.

Intimate care is defined as any care which involves washing, touching or carrying out an invasive procedure that most children will carry out themselves, but which some are unable to do.

Staff will work in close partnership with parents and carers to share information and provide continuity of care.

SEN and inclusion

If a child is not toilet trained because of a disability, his/her rights to inclusion are additionally supported by the SEN & Disability act 2001 & part 1V of the Disability Discrimination Act 1995.

Toileting and EYFS

Curriculum guidance for the EYFS is clear that the role of the adult involves supporting the child's whole development, particularly their Personal, Social and Emotional development including supporting the transition between settings. One of the Early Learning Goals for children to achieve by the end of the Foundation Stage is to "dress and undress independently and manage their own personal hygiene".

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

- Only allow staff with an enhanced DBS clearance to be 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 maintain the hygiene procedures of the nursery at all times.
- Nappies will be disposed of in the main bin outside the nursery gates.
- 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.

Intimate Care in Key Stage 1

Key Stage 1 – If a child accidentally soils or wets, we will encourage the child to change themselves and where necessary change them. We will change children for odd 'accidents' but not routinely as part of day to day personal care.

Parent Responsibility

Prior to starting at Culford Pre-Prep & Nursery prospective parents/carers will be reminded of the school's expectation that pupils should be toilet trained before they start school. It will also include a sharing of this policy during school meetings as well as during parents' induction meetings in school. If a child is not fully toilet trained before starting Reception class, the parents/carers must inform the school. A meeting will then be arranged prior to your child starting in Reception where their needs will be discussed and reasons and a care plan will be put in place.

Missing Child Policy – Whole School Policy

Staff must report missing pupils to the receptionist who will check that the pupil is not in obvious locations and will explore mobile phone contacts and contact parents of day pupils. If the pupil is still not found the Housemaster/mistress will ask friends where he or she might be. It will be stressed that it is a serious matter and an amnesty on disciplinary action declared if necessary.

If the pupil is still not found, the Deputy Head will instigate a search of the school grounds and inform the Headmaster and the Finance and Operations Director. The Housemaster/mistress will inform parents of the missing pupil. The Deputy Head will: use Common Room, non-teaching staff and responsible pupils; determine zones to be searched and time limits; ensure that searchers have mobile phones or radios for ease of contact; instruct that no one should place themselves in further danger. If the pupil is still missing the Deputy Head will inform the parents and contact the Police.

As with all Safeguarding, the advice is to act quickly and communicate effectively and assume nothing. If the pupil is unexpectedly absent from your lesson it must be followed up, do not take other pupils word as fact.

Videos and DVDs

Videos and DVDs are used in the Nursery and Pre-Prep to support the curriculum. They are also used in After School Care. Common Room must ensure that they are age appropriate.

After School Clubs and Care Policy (including EYFS children)

1. Rationale

At Culford Pre-Prep, we believe that After School Clubs can help to enhance a child's learning and enjoyment at school. It can help children to acquire and develop new and existing skills and can expose children to activities that they may not otherwise encounter. Clubs are mainly open to children in KS1, however children in PPR have access to some clubs from the spring term.

2. Clubs Offered

At the start of each term, all parents will receive a full listing of clubs, procedures to follow and permission slips. At the beginning of each term, any new clubs will be announced during whole school assembly and detailed in the school newsletter and clubs letter. The range of clubs on offer can change from term to term and takes into account the cohorts and gender balance where possible. Activities may include: tag rugby, art, cookery, cricket, science, country dancing, netball, performing arts and Forest School.

3. Joining Arrangements

Children who are interested in joining any of the clubs will take a clubs permission form home and return it, completed and signed, to the school office. The permission outlines for parents the following information:

- staff in charge;
- day and time;
- venue;
- arrangements should there be a last-minute cancellation;
- how to withdraw a child from a club.

Some clubs may have a limited number of spaces, such as cookery club. Therefore the places will be allocated on a first come first served basis

4. Start Dates

All clubs are expected to start the second week of term. Clubs will not run the final week of term.

5. Registration

A register will be taken by the staff member in charge. The register will clearly record whether the children

- are present;
- are absent and the club organiser has been reliably informed;
- are absent but the club organiser has not been reliably informed.

All permission slips, with details of phone numbers, must be in the school office.

6. Attendance

It is expected that a child will commit to the chosen clubs. Parents are requested to inform the club organiser or Fieldgate office in writing if their child wishes to leave the club before the end of term, however, school does allow for a period of settling in time due to the young age of the children.

7. Absences

Parents are requested to inform the club organiser in advance if their child is unable to attend one of the sessions. This can be done either by sending a note via the child to the club organiser or by contacting the Fieldgate office staff who will then pass on the message.

8. Cancellation

- Parents will be notified in advance of any sessions that need to be cancelled.
- If a session needs to be cancelled on the day itself e.g. due to the unexpected illness of the club leader, the school will notify parents by phone or email and the children will go into After School Care if their parents are unable to collect them.
- Should a session be cancelled at the last-minute, for example, due to adverse weather conditions, the club organiser will supervise the children until all children have followed the arrangements agreed with parents.

9. Supervision and Safety

- The club organiser will ensure that all children leave the building safely as per the arrangements agreed with parents.
- Siblings of children attending clubs are to be collected as usual at the end of the normal school day. Neither the school nor the club organiser is responsible for the supervision of siblings during the club session.
- A 'first-aider' will always be on school premises for the duration of the club session.
- In case of fire, the children will be led on to the playing field where the club organiser will check the club register.
- The club leader will ensure any risk assessments have been carried out.

10. Club Coaches

Some clubs are led by external coaches from the local area. All these coaches will have a DBS for school and references and paperwork will be held in the finance office. They are expected to attend CP training. Coaches are made aware of fire, safety and behaviour expectations. The school adopts a traffic light system, where children are given a warning if they display inappropriate behaviour. The Senior Teachers reserve the right to withdraw a child from a club if inappropriate behaviour persists and parents will be informed.

11 After School Care

This runs every night between 3:50 and 6:00pm during term time. Parents need to sign their child onto the registers which are situated in the front entrance. Parents may also telephone or email Fieldgate office to sign their child into ASC. The school encourages parents to ring before midday to ensure we can cater for their child. If a child is not collected at the end of school, the child is put into after school care and a charge will apply and the school will endeavour to contact parents/carers.

ASC is run by the After School Care Manager, a Teaching assistant, along with another member(s) of the Common Room; between 4 and 5pm there are two members of staff on duty, the ASC Manager and a Teaching Assistant and between 5 and 6pm a duty teacher supports the ASC Manager.

ASC is run in the staffroom or Weston Hall, until the children have finished their tea, and then moves into a classroom or outside depending on the time of year. There is always a first aider in the building. The ratio is 1:8 between 4 and 5 and 1:13 between 5 and 6 pm.

Parents and carers must sign their child out on the register when they collect them. The hourly charge is added to their school bill once the weekly charge sheets have been sent to the Finance Office. The Pre-Prep office is manned until 6pm. If children have not been collected by 6pm, there is an extra charge applied. If children are left due to unforeseen circumstances, the Pre-Prep staff will hold onto that child until 6.20pm after which the child will be taken up to the Prep School boarding house and left with the member of staff on late duty.

Nursery aged children are always escorted to the toilet. It is recommended that children are toilet trained or use pull ups due to the set up in the Pre-Prep building, ASC cannot cater for children in nappies.

Behaviour expectations are the same as in school time with the traffic light system. The Senior Teachers reserve the right to withdraw the facility if a child displays persistent inappropriate behaviour and the parents will be notified.

Behaviour Policy

We believe that children develop positive behaviours when they experience:

- clear and high expectations
- good role models in both children and adults
- clear and consistent boundaries

At Culford Pre-Prep we understand that for the behaviour and safety of pupils at the school to be outstanding we aim to ensure that:

- Pupil's attitudes to learning are exemplary
- Parents, staff and pupils are positive about behaviour and safety
- Pupil's behaviour outside lessons is almost always impeccable.
- Pupil's pride in the school is shown by their excellent conduct, manners and punctuality

Pupils are aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively.

Skilled and consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behavioural needs.

All groups of pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety.

At Culford we build on the positive patterns of behaviour the pupils have already learnt. We teach children that it is important to show respect and gain respect from others

- to be kind and caring to others
- consider and celebrate difference
- take care of other people's property
- listen to others
- try their best
- be proud to belong to the school community

We ensure a whole school consistent approach through

- established, agreed and understood codes of behaviour
- established rewards
- established sanctions
- children's understanding that they are responsible for their own behaviour

We will encourage positive behaviour through whole school strategies:

- PSHE curriculum
- Achievement/Reward assemblies - where individual children celebrate their successes
- Positive reinforcement of good behaviour
- Rainbow behaviour charts in EYFS classes
- Working closely with parents. Class teachers will share any concerns with parents too
- Encourage consistency of approach, agreed understanding and support for the child.

Systems for regular communication may be put in place, which will also involve the child including Tapestry and the Fieldgate Newsletter.

In case of dispute between pupils, all pupils involved will be supported and encouraged to find solutions and reach resolution through negotiation and compromise including:

- class, group and individual strategies
- verbal praise
- individual behaviour plans
- time out to regroup thoughts and return when able to 'conform'.
- the behaviour is discussed.
- the child is not labelled

Sanctions

Use of traffic lights and behaviour chart

In the KS1 classes and during extra-curricular clubs, the traffic light system is used and in EYFS classrooms a rainbow behaviour chart is used. If the children display inappropriate behaviour they are given a warning, and a laminated amber traffic light symbol is put on their desk or their clothes peg is moved up the clouds. They can have it taken away/peg put back if their behaviour improves, however, if their behaviour does not improve they will be given a red light/ moved onto the thunder cloud and they will have to spend five minutes of their playtime with the teachers on duty.

Children may be given 'time out' - supervised separation from the rest of the class to complete work or consider their behaviour. Time out is not sitting in an unsupervised area or in another classroom.

Children may lose some break time in a supervised area but must be allowed adequate time to eat their snack or lunch, including a drink, use the toilet and have some exercise and fresh air. Please note: this would only be in response to behaviour that put either themselves or other children in danger.

- Depending on the nature of the inappropriate behaviour, staff may deem it necessary to refer the incident to the Senior Teachers or Deputy Head of the Prep School.
- Teachers may request a meeting with a child's parents
- A weekly diary sheet will be implemented where the child has to earn stamps for behaviour/attitude in class and parents will be kept informed of this.
- If inappropriate behaviour persists, according to the senior teachers' and Deputy Head of the Prep School's discretion, the child will be excluded from school for an agreed time.

Anti-Bullying Policy – Pre Prep and EYFS

INTRODUCTION

"Bullying is a pattern of behaviour that arises from group or individual victimisation with the intention of causing physical or psychological distress to others or to extort something from them."

We concur with the definition and maintain that bullying is a conscious desire to threaten, frighten or hurt somebody over a period of time. Exerting power over a victim is a basic characteristic of bullying.

Bullying may be present in the form of physical attacks, verbal attacks, name calling, malicious gossip, and damaging/stealing personal property, extortion of money or coercion to behave in an acceptable manner. 'Cyber' bullying is another serious form of bullying which can include sending abusive messages via text, Email or social network sites.

Bullying by an individual has a tendency to be secretive and may be difficult to identify without the victim's cooperation. Bullying by a gang is more obvious and can be easily identified because of the greater number of people involved, although individual responsibility for the gang's action may be more difficult to identify.

At Culford Pre-Prep we are seeking to create a school where, everybody feels valued and are given equal opportunities and to provide a friendly, caring and secure environment which foster respect for the physical, spiritual, emotional and social needs of self and others. We therefore firmly believe that bullying is unacceptable. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable and will not be tolerated.

PURPOSE

This policy provides a framework and guidance within which all staff; both teaching and support staff can operate.

It should be read alongside:

- Preventing and Tackling Bullying – Advice for Head Teachers' (DfE 2017)
- Other related school policies – for example Equal Opportunities, Racial Equality, Behaviour and Discipline, SEN
- Teaching online safety in school' (DfE, June 2019)

AIMS AND OBJECTIVES

The principal aims of the school policy are to:-

- recognise that bullying is not legitimate and is not acceptable in school.
- increase staff and pupils' awareness of any anti-bullying strategies
- define and describe controlled behaviour
- raise awareness of any signs bullying and produce a consistent school response to any bullying incidents that may occur
- establish a school procedure for dealing with bullying
- make all those connected with the school aware of our opposition to bullying, and to make clear each person's responsibilities with regard to the eradication of bullying in our school
- inform parents of the school's anti-bullying position

- increase parents' knowledge of signs of bullying, and interventions to prevent it
- issue guidelines for parents and staff on addressing bullying behaviour

ROLES AND RESPONSIBILITIES

The role of governors

The governing body supports the Senior Teachers in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The role of the senior teachers

It is the responsibility of the senior teachers to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The senior teachers ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The senior teachers draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the senior teachers may decide to use class time or assembly as a forum in which to discuss with other children why this behaviour was wrong and why a pupil is being reprimanded. Issues are addressed through assembly stories and PSHE topics.

The senior teachers ensure that all staff are appropriately trained to be equipped to deal with all incidents of bullying.

The senior teachers with the staff sets the school climate of mutual support and praise for success, so making bullying less likely.

The role of the Staff

Staff in our school:-

- take all forms of bullying seriously.
- are vigilant and aware of the signs of bullying.
- will intervene to prevent incidents from taking place.
- will listen carefully and calmly to pupils regarding alleged bullying incidents, and record significant incidents (who, when, where and how). Victim and bully should be aware records are being made.
- where appropriate, will discuss incidents with other colleagues and inform the Senior Management Team so strategies for actions can take place.
- when appropriate will address the 'bullying' through the curriculum
- endeavour to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

When required the advice and expertise of outside agencies will be sought (e.g. Behaviour Support Team, Education Psychologist).

Severe or repeated cases of bullying may result in suspension or expulsion and will be reported to the police or social care if there is belief that a crime has or may have been committed. Bullying incidents should be treated as a child protection concern where it is reasonable to believe that a child is suffering or likely to suffer significant harm and will be reported to Children's Social Care.

The types of incidences towards pupils with protected characteristics and patterns of behaviour will also be monitored by the SLT so that any issues can be swiftly acted upon if required. These protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Regular training is carried out by way of discussion in staff meetings to raise awareness of possible bullying, how this can be identified and measures that can be taken to reduce these.

The role of pupils

Pupils must let someone know if they are being bullied. They must recognise they have a responsibility for themselves. Bullying will not disappear if ignored. Pupils should inform their class teacher in the first instance, although it does not matter which member of staff is told - any member of staff will listen.

The role of parents

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. Bullying is often referred to as 'the silent nightmare' because many children are too ashamed to admit that they are being bullied".

Guidance on signs of being bullied

Signs parents can look for:

- Not wanting to go to school or starts to truant.
- The child becomes shy, withdrawn and lacking in confidence.
- Having 'mystery illnesses,' nonspecific pains, tummy upsets, headaches.
- Arriving home with unexplained cuts/bruises or with clothing torn.
- Becomes frightened of walking to school. There may be a desire to change route or to go/return much later than usual.
- The child may become withdrawn, lacking in confidence and reluctant to meet other children.
- The pupil may experience personality changes e.g. irritable, withdrawn, tired, poor sleeping, weepiness, crying outbursts, loss of appetite,
- forgetfulness.
- The child may develop temper outbursts, abusive language or impulsive hitting out.
- Bed wetting and nightmares may start when a child is being bullied.
-

What parents can do about bullying

- Discuss the matter sensitively with the child by encouraging them to talk about behaviour generally rather than specifically to themselves.
- Sympathise, listen carefully and try to calmly find out what happened.
- Reassure the victim that the bullying will cease.
- Inform the school and discuss the matter with the class teacher or senior member of staff. It is neither appropriate nor acceptable to take matters into your own hands i.e. approach the 'bully' at school.
- If the bullying is in school or on the journey to school, work out a plan of action with the staff and ensure it is put in place.
- Do not advocate a 'hit back' policy. This may be alien to your child's temperament and make the situation worse.
- If you feel the school policy could be improved please, inform the Senior teachers of your suggestions about things we could do together to increase children's safety.
-

Linked to The Behaviour Policy - The sanctions used in school

Use of traffic lights and behaviour chart

In the KS1 classes and during extra-curricular clubs, the traffic light system is used and in EYFS classrooms a rainbow behaviour chart is used. If the children display inappropriate behaviour they are given a warning, and a laminated amber traffic light symbol is put on their desk or their clothes peg is moved up the clouds. They can have it taken away/peg put back if their behaviour improves, however, if their behaviour does not improve they will be given a red light/ moved onto the thunder cloud and they will have to spend five minutes of their playtime with the teachers on duty.

Children may be given 'time out' - supervised separation from the rest of the class to complete work or consider their behaviour. Time out is not sitting in an unsupervised area or in another classroom.

Children may lose some break time in a supervised area but must be allowed adequate time to eat their snack or lunch, including a drink, use the toilet and have some exercise and fresh air. Please note: this would only be in response to behaviour that put either themselves or other children in danger.

- Depending on the nature of the inappropriate behaviour, staff may deem it necessary to refer the incident to the Senior Teachers or Deputy Head of the Prep School.
- Teachers may request a meeting with a child's parents
- A weekly diary sheet will be implemented where the child has to earn stamps for behaviour/attitude in class and parents will be kept informed of this.
- If inappropriate behaviour persists, according to the senior teachers' and Deputy Head of the Prep School's discretion, the child will be excluded from school for an agreed time.
- A Bullying log is kept.

Bullying linked to ICT and other technology

If malicious or threatening comments are posted on an Internet site about a child, young person or member of staff:

- Inform and request the comments be removed if the site is administered externally.
- Secure and preserve any evidence.
- Send all the evidence to CEOP at www.ceop.police.uk
- Endeavour to trace the origin and inform police as appropriate.

Help Organisations

- Advisory Centre for Education (ACE) 020 7354 8321
- Children's Legal Centre 0845 345 4345
- KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204
- Parent line Plus 0808 800 2222
- Youth Access 020 8772 9900
- Bullying Online www.bullying.co.uk
- Kidscape website www.kidscape.org.uk

Further information from ***Preventing and Tackling Bullying April 2016***

- a) a definition of bullying, stating that it is repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer - it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email);*
- b) the seriousness of bullying, both physical and emotional (which may cause psychological damage);*
- c) procedures to follow – so that it is easy to report bullying, including cyber-bullying and bullying outside school and records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified;*
- d) raising awareness of staff through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available; where appropriate, schools can invest in specialised skills to understand the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.*
- e) using educational elements such as personal, social and health education (PSHE), assemblies, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice-based language;*
- f) implementing disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying);*
- g) having clear policies communicated to parents, pupils and staff, and creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils and celebration of success;*
- h) involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders*

Home School Links

The school sees the partnership approach between home and school as being the most effective way of providing a happy, secure environment in which children can achieve their full potential. Parents who raise any concerns are listened to and reassured that appropriate action is always taken and the age of the children is always kept in mind.

Monitoring

Children are encouraged to talk openly and in confidence about any fears with their class teacher and /or another member of the school staff.

Bereavement - Whole School Policy

Actions in the event of the death of a parent

Whether the death is a result of a long illness or a sudden event, the effects are felt far and wide; the pupil themselves but also their friends, other parents and the staff who knew the deceased. Often at times like this there is a reticence to act based on our natural desire to not make a fuss. However, all advice points to the simple maxim of 'do as much as you can, as soon as you can'.

With the first stage of grief being disbelief and denial, it is of benefit to receive a number of expressions of condolence. Apart from letters and flowers, family liaison, whether voice-to-voice or face-to-face, must be monitored by a single person. This person will know how many people have contacted the bereaved and will therefore be able to offer advice.

When the school is notified the notified staff member will contact the Head of the school, any relevant Housemaster/mistress and the Chaplain. Where bereaved pupils are in more than one Culford school, the Head of the school of the eldest pupil will assume the role in the column below. If bereaved pupils are also at a school other than Culford, the coordinating Head will liaise or ask the Chaplain to liaise with them.

The coordinating Head will ensure that the Headmaster, Chaplain and any Housemaster/mistress are aware. They will arrange a brief pastoral planning meeting as soon as possible. They will ensure that the School Office adjust ISAMS to avoid unintentional hurt, inform other relevant staff, and send a letter of condolence and flowers. The Headmaster will also send condolences.

The Chaplain will contact the family by telephone and arrange to visit; monitor family liaison and advise other staff as required; update staff on progress, particularly funeral arrangements; offer pastoral care to pupils. Attendance by staff at the funeral is important for the pupil's healthy progression through the various stages of grief. The Chaplain will advise on funeral arrangements. On-going pastoral support is in the hands of the tutors. Pupils take comfort from compartmentalising their lives in times of distress. Home may be difficult but school is normal. They often ask for no-one to be told but it is always helpful for staff to know and almost always helpful for their form pupils and tutor group to know.

Actions in the event of the death of a pupil

This is a traumatic event for pupils and staff and the greatest care must be taken over the transmission of information. On hearing of a pupil death there should be an immediate pastoral planning meeting involving SMT, the Chaplain and relevant Housemasters/mistresses. Steps will be taken by the Headmaster to inform teachers before announcing the news to the rest of the School. The cause of death should only be reported, with the agreement of the next-of-kin, if it has been officially determined. The Headmaster may decide to write to all parents to allow them to explain to their children the meaning and implications of what has happened. If there is media interest, all enquiries must be referred to the Headmaster.

The deceased pupil's immediate friendship group should be isolated and informed. Siblings must be isolated and informed by their parents or whoever the parents delegate this task to. This must be done swiftly to avoid hearing by other means. Siblings must be asked for their mobile phones otherwise within a few minutes they will likely receive text messages of condolence before hearing the news themselves. The remaining pupils concerned should be gathered and informed together of the news. Prayers and words of comfort will be expressed. This means that the information is delivered in a controlled manner; otherwise it will spread by text, Facebook and email causing distress.

It is essential to allow pupils to articulate their thoughts and feelings, although some may not want to share them straight away. Sensitivity must always be shown as to when and with whom they are ready to explore their feelings. Tutors should monitor pupils' progress and report concerns to the Housemaster/mistress. Pupils should be made aware of the options of those who can offer support. It is important that school activity and events carry on wherever possible; vacuums of time encourage disproportionate levels of visible grief; teenagers in particular find it difficult and may ratchet up the levels of emotion felt by others.

The family should initially be removed from all mailing lists to avoid upset caused by sending inappropriate communications. However, care must be taken not to isolate the family and, in time, they may choose to receive mailings. Caring for the bereaved can be very demanding and Common Room should be careful not to overlook their own needs. The Chaplain is available to offer support to Common Room.

Actions in the event of the death of a member of staff

The school is notified; this is usually by the widow/widower telephoning. The notified staff member then contacts the Headmaster/mistress, Deputy Heads and the Chaplain. The passage of information should be limited to this group until a meeting has been convened to set in motion the following action framework:

Headmaster/mistress or designated person	Chaplain
Notify the Senior School Headmaster	Contact the family by telephone and arrange visit
Notify the Chaplain	Monitor family liaison and advise staff as required
Notify the Deputy Heads	Offer pastoral care to pupils, staff, parents
Arrange brief pastoral meeting as soon as possible to plan how information will be passed on	Liaise with other chaplain/church as appropriate
Notify as required: <ul style="list-style-type: none"> a. Other Culford Heads b. Senior Housemaster/Cadogan Housemaster c. School Office to adjust ISAMS d. Close colleagues e. Other relevant staff f. Parents g. Governors 	
Send letter of condolence and flowers (The Headmaster will also send expressions of condolence)	
Make arrangements for wake	

The following points should be noted: The designated person and chaplain should meet frequently; the designated person should offer frequent updates on progress of arrangements; attendance by staff at the funeral is important; on-going pastoral support is in the hands of the Chaplain.

Breakfast Club

Breakfast Club is available at 7.30am Monday to Friday until 8am. Parents must pre-book their children into Breakfast Club. There is an additional charge for Breakfast Club sessions. The children in Breakfast Club are supervised by two members of the Common Room. The children eat their breakfast in the staff room and are supervised until 8am when the doors are opened for other children to arrive. The supervision may be moved to a classroom if the children have eaten their breakfast prior to 8am. The children are given cereal and toast as well as milk or water to drink. Nursery aged children are escorted when going to the toilet. There is always a first aider in the building. Behavioural expectations are the same as for any other time the children are in the school.

Discipline

General Values

The guiding values at Culford School are those of fair-mindedness, hard work, enjoyment and treating others with proper respect and consideration. We also attach great importance to manners, good discipline, service to others and to caring for the School and external environment. We value both effort and achievement and we encourage every positive contribution that a pupil makes to the life of the Culford School community.

The principles that make up this School policy are addressed to each pupil. Some of them necessarily apply also to parents. Compliance with this Policy and each new edition of it is a condition of membership of the School. Parents are asked to read through this Policy with their son or daughter from time to time.

Self-Respect

Appearance, behaviour and dress: School uniform must be worn to and from School each day, during school hours and for other school activities. Your behaviour must be a credit to yourself and to the School, whether at School or elsewhere. Always consider the consequences of your words and actions.

Never do something you feel is wrong. You must be smartly turned out and in all other respects conform to the School's dress regulations.

Commitment: You represent the School in and out of uniform. We hope you will take a pride in your membership of the School, be our ambassador on all occasions and enjoy your time here. You are expected to take a pride in your conduct and personal appearance, show commitment to your academic, sporting and leisure activities, and always to do your best. You must attend all lessons and other School activities punctually. Always arrive well in advance for all your commitments.

Honesty: The School community relies on each pupil being honest and truthful and showing a good example to others. Never cheat, steal or tell lies and remember that being found untruthful usually carries the greatest disgrace of all. If you find, or in some other way, come into possession of money or property that does not belong to you, ensure that it is given back or handed to a member of staff as soon as possible.

Respect for Others

Behaviour: Pupil behaviour should never disrupt learning and teaching or bring the School into disrepute, on or off the School site, during or outside term time. All pupils must complete and hand in all Prep to deadline as requested by the Common Room. All pupils must behave in a co-operative and constructive manner that enables learning and teaching to take place in a pleasant and focused atmosphere.

Bullying and fighting: Threats, physical attack, name-calling, mocking, harassment, racism, sexism and all forms of victimisation are bullying. Bullying will not be tolerated and will not be excused on grounds of it being part of a game. You must not bully others and if others bully you, or you see someone else being bullied, you should inform a member of the Common Room or your parents immediately.

Courtesy: From time to time members of Common Room, parents, visitors or other pupils may need assistance. Please be ready always to offer help, even if to do so causes inconvenience. The use of bad language is unnecessary, insulting to others and damaging to the person who uses it. For these reasons it is forbidden.

Effort: At this school, 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. Each pupil has the responsibility to contribute to this ethos.

Sportsmanship: Whether you are competing or spectating at team events or taking part in some other competitive activity, you are expected to behave with good manners and always to set an example that reflects well on the School. Play to the rules; play hard; play fairly; do your best; enjoy the game and never cheat; be equally gracious in victory as in defeat.

Respect for the Environment

Accidental damage: You must report any damage you cause to property which is not your own to a member of Common Room. You or your parents may be asked to pay for the damage.

Litter and Vandalism: Take pride in your school environment and help keep it tidy. If you find litter, pick it up and dispose of it securely. Vandalism on school premises and elsewhere is regarded as a serious breach of school discipline.

Other people's property: You must not interfere with other people's property. If someone has lent property to you it must normally be returned immediately on request. You must not borrow someone else's property, books, notes or projects without their previous permission. You must be strictly honest with regard to money or property that does not belong to you or that you find. It is forbidden to borrow items from pupils in younger year groups.

Culford's Methodist Tradition

Culford's Methodist tradition, a strong and clear feature of school life, provides a religious ethos which is tolerant, affording all pupils the opportunity to feel accepted and valued. The Governing Body is keen to

maintain the School's traditions of openness, tolerance and understanding, and appropriate religious observance at Culford is regarded as integral to the stated aims and objectives of the school.

Attendance

All pupils are required to attend punctually: registration each day, assembly, meals, all lessons and routine extra-curricular activities, and to give priority to School engagements and meet commitments made by or for them. The school day ends at 15:50 on weekdays, however clubs and After School Care can continue until 18.00.

If a day Pre-Prep/Nursery pupil is absent, the Pre-Prep office must be contacted before 09:00 to explain the reason. If a day pupil arrives late, they should report to the office on arrival.

Dress

All pupils must look smart, be appropriately turned out at all times and wear the correct School uniform during the School day. The style of all pupils' hair must be moderate enough to avoid attracting undue attention. In addition, no pupil must colour his/her hair so as to attract undue attention.

Lost Property

Lost property boxes are located in the Pre-Prep. Parents are made aware of the lost property location at the Sports Centre.

Induction

There is an induction morning for new pupils joining in the next academic year and it also allows for current pupils to spend a morning in their next class. Should a new pupil arrive in the middle of the academic year, they are invited to spend an assessment day at the school and their parents are invited in for an induction meeting with the child's class teacher prior to their start date. Nursery pupils have a taster morning prior to their entry into the school and may also be invited for Stay and Play sessions if they are under 3 year of age.

Registration

Registration takes place for all pupils at 08:50 each day in the Nursery and Pre-Prep, Monday to Friday inclusive. It is the responsibility of the class teacher to register his/her pupils.

Class teachers must register on the ISAMS system, marking the status of all pupils using the correct codes as indicated. Registers must be completed by 09.00 at the latest in the morning and usually by 13.30 in the afternoon. Pupils who are late to their classes should be registered late. Pupils who arrive later report to the Pre-Prep office.

Tours of the School and Visitors

The majority of tours are for prospective parents and pupils. However, the School also offers tours for visiting school heads, other VIPs or potential new teachers, who are attending an interview.

Tours for prospective parents are led by the Senior Teachers, Head of EYFS or other members of the Common Room. Prospective parents and pupils are encouraged to talk to Common Room and pupils whom they may meet during their visit. It is not possible to limit visits to specific days of the week and Common Room should be aware that they can occur at any time. It is important that prospective parents and pupils should feel welcome and get a positive impression of the school. Parents should leave feeling that they would be happy to send their children to Culford; prospective pupils should leave feeling that they would enjoy joining Culford.

All visitors must be directed to and collected from reception desks in the Main school, Preparatory school and the Pre-Preparatory school. All visitors must sign in and sign out, and a visitor pass will be issued. Members of Common Room should challenge strangers who are not wearing visitors' badges or who are not on a recognised footpath.

Forest Schools

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 in to 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. A Forest school builds self-esteem and confidence as they develop emotionally and spiritually. A Forest school encourages children to participate in small manageable tasks where they can succeed. Forest school links to the Early Years Foundation Stage Curriculum and National Curriculum different areas of learning. 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 practical activities first hand. 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 an 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 equipment required 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 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 Pre-Prep 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 is 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 and in 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:

- They will attempt to try and re-engage the child in the first instance
- A verbal warning will be given by the Forest school leader or other adult by taking the child to one side and reminding them of the importance of acceptable behaviour.
- A time out activity will be given. They will be removed from others to a designated place for two minutes.
- If a child is given three time outs in one session they will miss the next session and will be taken to a Senior teacher on return to school.
- 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 the child will be taken back to school and taken to a Senior teacher. If there are not enough adults the school will be called and additional assistance requested.
- The child will miss the next session and a behaviour chart will be drawn up with the child for future sessions.

Child Protection Policy

- The DSL of the Culford Pre-Prep is responsible for child protection and welfare 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 welfare issue, it must be referred immediately to the Forest school leader who will inform 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 welfare 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 Criminal Records Bureau. 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.

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 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 Headmistress or a Senior teacher in her absence,
- A more in-depth child protection policy can be found in the schools handbook.

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.

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:
 - Identify the hazards.
 - Decide who might be a risk and how.
 - Evaluate the risk and decide on precautions.
 - Record the findings and implement the measures required.
 - 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. 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.

- A Forest school leader will always be present at Forest schools sessions. This policy is in addition to the schools Health and Safety policy, 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

First Aid

- All staff at Culford Pre-Prep 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 Prep- 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

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.

Emergency procedures

- In the event of a medical incident occurring the following emergency procedure will be put into practise by one of the Forest School Leaders.
- Anyone who witnesses or is involved in an emergency must alert a Forest school leader or another member of staff immediately who will then inform the forest school leaders.
- The designated adult will gather and seat the remainder of children away from the emergency but still nearby whilst first aid is administered. The adult will remain calm and reassure the children to remain seated and will offer support to Forest school leaders 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 FS leader immediately or another adult who will inform F/S leaders.

- 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 F/S leaders 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.

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 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 towel 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.

Photographs 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. Currently all children at Culford Pre-Prep have consent to be photographed. This will be reviewed regularly and staff will be notified of any changes.

Supervision

A minimum ratio of 1: 8 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.

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.

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.

Weather

Forest school take 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.

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;

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 discharge, 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.

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 be 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 DPSL'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 DPSL 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>

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 5G cannot be filtered 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 Out of School Trips – Whole 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

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 Footpaths Policy - 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:

- 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.

Horses

We do not permit horses on our footpaths.

Behaviour

The staff are asked to monitor use of footpaths and politely challenge members of the public if appropriate. Unacceptable behaviour includes: deviation from the footpaths; failure to control animals within the park; the use of motor vehicles, bicycles, horses, or other means of transport; the creation of litter, mess or nuisance. Concerns should be passed on to Finance and Operations Director. Repeated concerns will be followed up by a formal letter from the School, a formal letter from the School solicitors, and, in extremis, an application for an injunction.

Appendix 4 ICT Policies - 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.

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.

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 with EYFS anywhere in the nursery or Pre Prep. Devices for recording observations for Tapestry are provided.

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 long than one month after the request was made. It is important that staff understand how to recognise a Subject Access Request and the school polices on responding to it. All SAR's must go through the Compliance Officer.

Full Data Protection Polices 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 know 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.