



Culford

**Prep School
Handbook and 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 the Senior Teacher as soon as possible by email on sclay@culford.co.uk. In order to arrange supervision for the necessary periods, it is essential that contact is made before 07:45. The communication should include details of work set, classes and duties to be covered, etc. If illness extends beyond three days, it may be necessary for the Head of Department to arrange a special timetable. If a colleague is taken ill during the school day, he or she should contact the Deputy Head via email, or by leaving a message with Reception.

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

Day Visits with School Parties

Submissions for school trips and other outings must be submitted to Mr M. Bolton (Head of Co-Curricular) giving relevant details, including all staff expected to participate. Colleagues should give details of work set to the Senior Teacher or the covering teacher. In addition, work may be given (or emailed to Third Form) to pupils prior to a planned absence and/or left in the teaching classroom.

Private Business

If colleagues need to be off site during the school day for a brief period of time, they should check the locums list and, 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. This is important for safety reasons. For longer absences, the Headmaster must be asked for permission with as much notice as possible.

Colleagues supervising classes must always take a registration on iSAMS and report absentees to reception as soon as possible. Also, a note summarising the work actually achieved in the lesson should be made, either on the cover sheet in the classroom or by email to the absentee. On occasions it may be necessary to ask members of Common Room to cover classes that do not fall within their allocated slots. Colleagues may also occasionally be required to supervise examinations.

Academic 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.

Pupils are expected to arrive to lessons on time and with the appropriate equipment.

The rewards and sanctions system is applied to foster a positive learning environment. Professional standards and behaviour are expected from teaching staff to provide an atmosphere conducive to learning.

Academic Schedule Outline

Please note that this schedule may be subject to minor changes. Information about scholarships is available on the school website.

Culford Prep School Reporting Schedule					
Cohort	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2
Lower 1 st	Assessment Card Form Teacher Meetings	Short Report	Assessment Card Form Teacher Meetings	Assessment Card	Full Report
Upper 1 st	Assessment Card Form Teacher Meetings	Short Report	Assessment Card Form Teacher Meetings	Assessment Card	Full Report
Lower 2 nd	Assessment Card Parents' Evening	Assessment Card	Assessment Card	Full Report	Short Report
Upper 2 nd	Assessment Card	Short Report	Assessment Card Parents' Evening	Assessment Card	Full Report
Lower 3 rd	Assessment Card	Short Report	Assessment Card	Assessment Card Parents' Evening	Full Report
Upper 3 rd	Assessment Card	Assessment Card Parents' Evening	Assessment Card	Full Report	Tutor Letter

Assessment and Reporting Policy

Assessments

Attainment descriptors, learning behaviour descriptors and written comments (including targets for improvement) are placed on iSAMS during the academic year. Assessments and reports are published on the Parent Portal. Form teachers meet their tutees to discuss assessments and ensure that grades are written down in pupil planners.

Specific deadline dates are published at the beginning of each term. Detailed documents in relation to assessments on iSAMS can be found on the Intranet. Attainment descriptors and learning behaviour descriptors should be objective, realistic and valid. They should be based on a number of pieces of work, some of which should have been assessed under test conditions. If 'unsatisfactory' is given for learning behaviour, Heads of Department, form teachers and the House Parent and Deputy Housemaster should have been alerted prior to the assessment date via the non-satis procedure or within departmental minutes to enable an action plan for improvement to be put in place. Attainment and learning behaviour descriptors are outlined in a following section and must be followed prescriptively. For consistency the same descriptors are used for end of term reports. If two teachers share a class both should input separate assessments.

Subject teachers are responsible for ensuring that a complete set of grades have been stored on iSAMS to deadline for every class they teach. After the deadline the school office checks all assessments for errors and contacts relevant teachers so that amendments can be made. Drafts are given to Form Tutors to check and amend.

Reports

Pupil reports are produced by teachers using the iSAMS package at the following times as per the previous table. Updated reporting guidelines are published each year.

All reports are published on the Parent Portal.

Assessment Criteria and Descriptors

Assessment criteria and descriptors must be followed prescriptively. Attainment descriptors must be objective and valid. Pupils must know exactly where they stand, parents will access this information, and we compare assessments to base-line test data and target grades. Attainment descriptors reflect broad expectations in terms of exam standards at the time they are given, or an equivalent for non-examined subjects being taken.

Attainment Descriptors

Emerging	The pupil is starting to learn a new skill. Currently needs significant adult support or other intervention
Developing	The pupil shows an increased understanding. S/he is achieving some of the time but needs adult support or other intervention.
Secure	The pupil has secure knowledge and is achieving independently most of the time
Mastering	The pupil has secure knowledge and understanding. S/he is achieving independently and retaining.
Exceptional	The pupil is going beyond and/or combining with other learning and applying to new situations.

Learning Behaviour Descriptors

Learning behaviours:

- Pupil arrives to lessons on time, ready to learn, with the correct equipment
- Pupil engages with learning and works hard throughout lessons
- Pupil's behaviour and conduct contribute to a positive learning environment
- Pupil completes directed prep tasks and regular independent study on time and to the best of their ability.

Excellent	Pupil always demonstrates the learning behaviours and extends their learning independently
Good	Pupil always demonstrates the learning behaviours
Satisfactory	Pupil usually demonstrates the learning behaviours
Unsatisfactory	Pupil seldom demonstrates the learning behaviours

Reward System

Benefecits are judged on an individual basis and are awarded for learning that is of a particularly high standard, citizenship around school or contributing in a positive manner to the community need of Cadogan House. One raffle ticket per benefecit goes into the end of term raffle for the chance of winning a small prize. Periodically the Headmaster will host an afternoon tea, where a small number of pupils will be invited to celebrate personal academic or pastoral progress. Recommendations are received from Form Teachers for consideration. Academic, citizenship, progress and special prizes will be presented at our annual Prize Giving.

In First Form pupils will also be rewarded for good learning behaviour by adding to a class jar of beans. Each form will agree the three treats for the term to work towards.

Classroom Behaviour and Routines

Core principles for learning behaviour are as follows:

- Pupils are expected to be punctual; if late they should apologise and explain.
- Pupils should bring all necessary equipment to lessons.
- Pupils should wait to be invited into a classroom
- Pupils should not stand if another teacher enters a classroom; they are to continue working. They should stand for visitors, however, to show courtesy.
- Prep Planners should always be used to record work.
- Pupils who need to miss lessons must ask permission of the teachers concerned. Pupils must catch-up with any relevant work under the guidance of the teacher.

Curriculum

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

This policy should be read in conjunction with the following other policies: marking and prep; learning support; EAL; gifted/talented/scholars. Heads of Department are responsible for their internal subject handbooks.

The Curriculum Model

There are 40 periods every week and each period is 40 minutes in duration. Lessons begin at 08:45hrs and end at 15:30hrs, with a full range of extra-curricular activities on offer between 16:00hrs and 17:20hrs every day of the week. Prep/CRIS is set every night according to year group timetables.

Curriculum Overview

The curriculum overview is subject to fine tuning as required.

	Curriculum Overview		
	Form One	Form Two	Form Three
English	7.5	6	6
Maths	7.5	6	5
Science	4	4	5
French	2	2	2
Spanish	2	2	2
Geography	0	2	2
History	0	2	2
P&RE	0	2	2
Humanities	5	0	0
Digital Literacy	1	1	1
Music	2	2	2
PSHE	1	1	1
Art & DT	2	2	2
Drama	0	1	1
PE	2	2	2
Games	4	5	5
TOTAL	40	40	40

Supporting Students Requiring EAL and Learning Development

Lessons are conducted in English; where English is not a pupil's first language, we are satisfied at the point of entry that the pupil will be able to cope with the teaching provided in line with their aptitude and our EAL support framework (see the EAL policy). There are no pupils with an EHC. Learning support is offered to pupils with mild specific 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 time-table, offered on a withdrawal basis or arranged before or after school. The Head of Learning Development ensures that statutory requirements and individual needs are met (see the Learning Development policy).

ICT (Digital Literacy) , drama, Literacy and Numeracy

ICT is very much inherent and cross-curricular in the learning/teaching of all subjects and all pupils have one Digital literacy lesson each week. Additionally, all Third Form pupils use their own laptop or tablet to support and enhance their learning experience. Drama is taught as a discrete subject and experienced through English, other subjects and as an extra-curricular activity. Pupils are assessed in literacy and numeracy by appropriate work being set in each year group and by formal examinations and tests. Pupil participation in class ensures that high standards of speaking and listening are maintained across the curriculum.

PSHE and Preparation for Life After Prep School

Personal, social, health and economic education (PSHE) is integral to everything pupils experience here at Culford, where the focus is on the holistic development of the individual. We have a specific programme organised by the Head of PSHE.

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. Pupils are well prepared for the opportunities, responsibilities and experience of senior school life via, for example: our breadth and choice of curriculum; learning and teaching; extra-curricular and pastoral programmes; PSHE / assemblies.

Classes Overview

First Form

Pupils study the following broad range of subjects with either a class teacher or a specialist in the subject: art; design and technology; Digital Literacy; English (Literacy); French; Spanish; humanities (geography; history; philosophy & religious education); mathematics; music; science; Spanish. There is a weekly PSHE and a digital literacy lesson. There are also two games sessions and a PE lesson each week.

Second Form

Pupils study the following broad range of subjects with either a class teacher or a specialist in the subject: art; Design and technology; drama; Digital Literacy; English; French; geography; history; mathematics; music; philosophy & religious education; science; Spanish. Pupils are set for maths. There is a weekly PSHE and a digital literacy lesson. Upper Second PSHE lessons sometimes include individual pupil tutorials. There are also two games sessions and a PE lesson each week.

Third Form

Pupils study the following broad range of subjects with either a class teacher or a specialist in the subject: art; Design and technology; Digital Literacy; drama; English; French; geography; history; mathematics; music; philosophy & religious education; science; Spanish. Pupils are streamed for all subjects except Maths and science, in which they are set, and games. There is a weekly Tutorial/PSHE and a digital literacy lesson. There are also two games sessions each week and a PE lesson each week.

Daily Routines

Assemblies and Collective Worship

Each term begins and ends with a Headmaster's Assembly.

Each Monday at 08:25 there is a whole Prep School Headmaster's Notices Assembly.

Tuesday mornings, there is First Form Worship and on Mondays at 15:50 there is Collective Worship for pupils in Second and Third Form held at St Mary's Church, Culford. The Chaplain and members of the Senior Team usually lead these. Attendance for pupils is compulsory at all acts of Collective Worship unless permission has been sought for absence from the Headmaster. Form Teachers check on any pupil absences, acting on them as necessary.

At the end of every term, there is a Headmaster's Presentation Assembly. This celebrates achievements during the term, both in school and out.

Fortnightly, on Thursdays there are Activity House assemblies. These are an opportunity for the Activity House to gather together and celebrate House and individual achievements and prepare for events and competitions throughout the year.

On Fridays, assemblies are led by pupils, whether by Forms, Cadogan House boarders, or Charity Committee. This provides an opportunity for PSHE support, individual drama opportunities and to raise awareness of charitable causes. Sometimes, there are also Instrumental Showcase assemblies.

When there are no assemblies, there is Form time. During these periods, Pupil Planners will be monitored and some aspects of the PSHE curriculum may be followed up.

At the start of term all teachers are encouraged to attend a communion service, held in St Mary's Church.

Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
08.30	HM's Notices Assembly All years	08:45 First Form Worship Second & Third Form Form Period	Activity House Assemblies Fortnightly Form Period Fortnightly	Form Period	Assembly for all years
08:45	Period 1	Period 1	Period 1	Period 1	Period 1
09.25	Period 2	Period 2	Period 2	Period 2	Period 2
10.05	Period 3	Period 3	Period 3	Period 3	Period 3
10.45	Break	Break	Break	Break	Break
11.10	Period 4	Period 4	Period 4	Period 4	Period 4
11.50	Period 5	Period 5	Period 5	Period 5	Period 5
12.30	Lunch	Lunch	Lunch	Lunch	Lunch
13:25	Registration	Registration	Registration	Registration	Registration
13.30	Period 6	Period 6	Period 6	Period 6	Period 6
14.10	Period 7	Period 7	Period 7	Period 7	Period 7
14.50	Period 8	Period 8	Period 8	Period 8	Period 8
15.30	Form Period Tea for Second & Third Form	Form Period	Form Period	Form Period	Form Period
15.40	Tea	Tea	Tea	Tea	Tea
15.50	Collective Worship Second & Third Form	Activities	Activities	Activities	Activities
16.30	Activities				
17.30	Buses	Buses	Buses	Buses	Buses

One lesson a week, there is a tutorial opportunity for Upper Second and Third Form pupils.

Differentiation

Understanding individual differences and meeting the needs of all our pupils is our major responsibility. In order to manage this diversity, each teacher must constantly analyse their own teaching styles, focus on their pupils' individual learning styles and differentiate their curriculum planning.

Planning for Differentiation

There are six steps to consider:

1. Assessment of need.
Teaching should begin from the child's current achievement. We need to know how every child is going about the process of learning. This can be achieved by observing the child tackling a learning task.

2. **Priorities within the Curriculum**
Clearly defined objectives are required. These should be short-term and achievable.
3. **Matching**
The needs of the individual child must be matched to the teacher's delivery.
4. **Ensuring Access to the Curriculum**
Teaching methods must take into account individual responses to learning.
5. **Evaluating Lessons**
 - a. This is crucial planning and consideration should be given to:
 - b. What did I do?
 - c. What did the children do?
 - d. What did I learn?
 - e. What did the children learn?
 - f. What will I do next?
6. **Record Keeping**
This is important for assessment and celebrating success.

In addition, the following areas need to be considered:

- Presentation of notes and handouts must be of the highest standard. Where appropriate, coloured paper versions of resources should be provided for pupils who will benefit from these.
- Resources must be easy to follow and the reading level must match the pupils they are designed for.
- In some areas marking and feedback should value differentiation in outcome.
- Prep work should be set to reinforce learning. The amount, and nature, of prep set should take into account the needs of individual pupils.
- The maturation level of the pupils should be considered.

Examinations

All examination papers are held and distributed by the Senior Teacher. Each exam room will be furnished with a prominently-placed clock, useful stationery and instructions to invigilators. Examinations will be timetabled and conducted in an age-appropriate manner. Access arrangements will be offered where appropriate

Assessments are ongoing throughout the year with formal end of year assessments in the summer term. The examination code of conduct is shared with all pupils before examination week.

Educational Equipment

Pupils are expected to bring the normal school stationery items to school. These should include:

- Exercise books in book bags
- Pencil case containing fountain pen, pencil, eraser, pencil sharpener, ruler, Pritt Stick, hole punch, highlighter; a clear pencil case is needed for examination use

Pupils studying mathematics should also bring a protractor and a pair of compasses. Third Form pupils should have a Casio scientific calculator.

If pupils do not arrive with the above items for their academic studies or need extra items whilst at school, supplies will be provided and added to the termly bill. In some circumstances, departments also provide subject-specific items, to enhance organisation, and these will also be added to the termly bill. These items are ordered in bulk with very favourable discounts. Most text books are supplied by the School. However, parents will be billed for some text books if they are unable to be used again, for example:

- They have been handed out in good condition but returned in an unusable state
- They have been annotated for learning or revision purposes
- Planners which are given out to all pupils at the beginning of each academic year

Text Books

Any pupil leaving Culford is expected to hand in all their text books, preferably as each subject is finished. Pupils are also expected to hand in text books if requested to do so by individual Heads of Departments. It is the responsibility of the Head of Department to record what has or what has not been handed in and subsequently pass on to the Finance Department details concerning charging.

It is emphasised to the pupils and parents that the final deadline for the return of text books is the last week of the summer term, after which parents will be billed for any outstanding books so that we can reorder replacements as soon as possible. All pupils are also informed via their tutors if they have books or DVDs on loan from the Library. Again, it is made clear to pupils and parents that unreturned items at the end of the summer term will be billed. However, pupils who are returning to Culford and wish to borrow books over the summer may do so by arrangement with the Librarian.

Owing to the need to order replacements in a timely manner, it is not possible to accept any late books after the deadline.

English as an Additional Language

We all need to be aware of the difficulties faced by those pupils for whom English is not their first language and we use this information to inform our teaching. There is an opportunity for new colleagues to find out about the needs of international pupils in more detail at the EAL induction session during the first term, but it is hoped that all colleagues will find the following general points useful. Additional suggestions can be found in RMStaff/Academic for staff/INSET/EAL.

Pupils who are still getting to grips with the language will inevitably find it harder than other pupils in the classroom during their first couple of terms. Of course, individuals will vary widely in their linguistic ability and educational background, and not all of these suggestions will be appropriate to all new EAL pupils.

International Pupils

Pupils joining the school are tested thoroughly prior to entry and then again shortly after they join us. Information on their English ability is circulated to departments early in the Autumn Term. If a pupil arrives mid-way through the year, they will be tested and information circulated within a month. Individuals who are finding a topic particularly difficult can be encouraged to bring work to one of the EAL clubs that run during activities time, and teachers of all subjects are encouraged to discuss individual pupils with the EAL teachers

Reading

EAL pupils are likely to read more slowly than native speakers. They need time to look up unfamiliar words in their dictionaries. It is important that they read for gist to get a general idea of what an article is about before they are asked to find specific answers. They should usually be encouraged to read something twice, once for gist and then again for the necessary details. Subject teachers can help by providing one or two general questions for the gist reading before asking for particular details, and by reassuring them that they do not always need to understand every single word. If there are a great many unfamiliar words in a particular text, it may help if we underline the key words, provide a glossary or adapt materials to incorporate DARTS (Directed Activities Relating to Text) as explained more fully in the INSET materials referred to above. It is helpful to provide them with photocopies of material to be read so that they can highlight key points.

Writing

Pupils from countries such as Russia, Korea, Japan and China, having had to learn the European alphabet, often write slowly and/or untidily. The different linguistic structure of their mother tongue makes it difficult for them to write in well-formed, grammatical sentences, for example they often have difficulty in using tenses correctly. These students may find it difficult to produce a piece of extended writing. It may be preferable to reduce the number of words required or modify the task to make it more manageable. Providing keywords and templates or writing frames will help as will providing model answers. These pupils will generally find it easier to write on laptops and school computers. However, since they will have to use a pen and paper in examinations, handwriting needs to be practised in lessons and preps.

Listening

Because our pupils have the opportunity to listen to spoken English every day, they usually become good at understanding what they hear; however, they find it very difficult to write down what they hear with any degree of accuracy. If material is delivered via a PowerPoint presentation, they should be

provided with a copy which they can write on whilst the material is being presented. They will retain significantly more information if they can annotate notes whilst information is being presented. It follows that writing a

significant amount of material on the board is an unhelpful strategy for international pupils. It will also help if we: don't talk too quickly or too much; repeat the key points and avoid dictating notes; write the prep on the board and email it to the class. We should all be aware of our own speech, bearing in mind that pace of delivery, volume and accent can all affect a pupil's ability to follow what is being said.

Speaking

Some of the less confident overseas pupils manage to get through the day saying remarkably little in English. They often have friends of their own nationality to work with and help them in their mother tongue. But they need to practise speaking English if they are to improve and we should try to encourage conversation and build speaking activities into our lessons. Collaborative tasks may be more inclusive if we place international pupils carefully with others who are likely to encourage and support them, help them to integrate and participate fully in all classroom activities. They may be uncomfortable talking in front of the class and be more comfortable in a one-to-one setting. It also helps significantly if they have rehearsal time to practise what they want to say before they need to say it, so in this respect, pair work and group work will be very helpful for them.

We can encourage the use of mime, drawing, or whatever means will help in conveying the meaning. All pupils appreciate the teacher who makes a point of speaking to them individually at the start or end of a lesson, even if it is only to comment on the British weather or ask them what their weekend plans are. Another way to encourage speaking is to ask the international pupils to repeat instructions back to us so that we can check that they have understood what they are supposed to do. If we can encourage them to talk, they will feel more at home and will hopefully develop the confidence to ask for the extra help they need.

Learning New Vocabulary

In a practical lesson it may help to label items of equipment so that pupils can see immediately what it is. Since English words are notorious for not being pronounced as they are written, it will help if we can take a moment to get the foreign pupil to repeat the new word. They are unlikely to remember a new word if they don't say it a few times. Recycling the vocabulary is also helpful as studies show that a pupil needs to see or use a word at least 7 times before they are likely to remember it. It can be helpful to EAL students if they can learn some key topic vocabulary early in their study of a topic and this should be encouraged and can be supported in EAL lessons/activity. All international pupils are issued with a blazer pocket-sized blue vocabulary book and they should be encouraged to use this to record any new vocabulary. It is helpful to record new vocabulary on the board in a consistent place.

More Able, 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. More able and gifted pupils are extended and differentiated for in the curriculum lessons and are also included in the whole school Scholars' Programme. Their progress is specifically tracked and monitored by the Senior Teacher. They take part in extra events during the year and compete for the school in academic competitions. At 11+ and 13+, these pupils are prepared for academic scholarship. Talented pupils are differentiated for in the curriculum and also receive additional sports coaching in agreement with their parents. They may compete for the school and will attend relevant events and extra activities during the year.

Scholars

Pupils at the Prep School who have been invited to sit scholarship examinations are given tailored advice and support. In the case of 11+ and 13+ Culford Academic Scholarships, this involves dedicated preparation sessions in each of the examined subjects as well as differentiated and focused learning activities and preps. Both the 11+ and 13+ Academic Scholarship examinations take place in the first half of the Spring Term.

Library

The Prep School Library is open throughout the school day from 08:00-18:00. Individual pupils may use the Library during lesson time with the approval of their teachers. Class use of the Library for research is encouraged and should be arranged with the Librarian. Some lessons are timetabled in the library and these should not be disrupted. The Library has seating for twenty-four pupils.

The Library offers a comprehensive range of print, electronic and audio-visual resources as well as

fiction for all age groups and ability levels. There are subject specific resources lists to extend pupils' reading and learning.

Departments should work with the Librarian when setting work requiring independent learning to ensure that suitable print and electronic resources are available and pupils have the skills and opportunities to use them effectively.

Feedback and Marking

Mission statement: The assessment of pupils' work as seen in marking and feedback helps pupils understand how to improve.

Feedback should be relevant and meaningful and support pupil understanding and progress. Where possible, feedback is given immediately often through live marking and verbal discussion.

Feedback can be given in a number of different formats and is used in a way that is appropriate to the curriculum area and the age of the pupil.

Feedback may include:

- Individual verbal feedback
- Whole class feedback
- Live marking
- Dot marking*
- Highlighting mistakes or errors
- Written comments from the teacher
- Written comments from the pupil
- Pupil self-assessment
- Peer assessment
- Google classroom messages
- Direct email

Pupils are given specific targets for progress. Having clear steps to success in learning is an important way for pupils to drive themselves forward to success.


Our aim is that pupils can answer these questions accurately with subject specific detail.

- What am I doing well in this subject?
- What do I need to do to improve my learning and work in this subject?

The best feedback is specific, immediate and prompts further thought. Specifically, we use the following system for providing written feedback:

✓ for positive comments and reflections

↑ for suggestions of how a piece of work could be improved

 to show a working target

Frequency of Marking

Pupil work should be marked/assessed by the teacher frequently in order to be relevant and meaningful.

Grades or Marks

Grades or marks used should relate to the School grading system for assessments.

Return of Marked Work

Work handed in should be marked promptly and returned to the pupil at the earliest available opportunity.

Mark Books

All marks, grades, missing work, late work, returned work, should be recorded.

Work Scrutiny

Departments regularly monitor exercise books and files to review organisation, progress, attainment, assessment and other components of learning/teaching. Standard work scrutiny sheets are used and passed to the Deputy Head for review. Members of SMT also review work across all subjects and year groups. Pupils' work and assessment are also reviewed during the appraisal process.

Outdoor Classes

All teachers should use the appointed classrooms for timetabled lessons. Teachers should seek the permission of the Deputy Head before taking a class outside, other than for essential practical classes, perhaps for biology or art, or fieldwork.

Parents' Meetings

Parents' Meetings are held every term and each year group will have at least one such meeting a year. All meetings are clearly published in the School Calendar. Attendance for teachers is obligatory unless they do not teach the year group. Tutors must always attend the meeting where their pupils are concerned.

All members of Common Room should wear a suit or equivalent. Appointments last for up to five minutes.

Comments should be balanced, highlighting strengths and achievements, as well as weaknesses and areas for development.

Plagiarism

Pupils are encouraged to use their own language and not to copy from books or the internet.

Prep/CRIS Policy

Prep/CRIS provides a meaningful and purposeful experience. In line with the published prep timetable for each year group, subject specific tasks will be set as appropriate when they will further enhance the pupil's learning of a particular topic. **CRIS** stands for Catch-Up and Consolidation, Reading and Independent Study. Every night pupils are expected to complete either a prep task given by their teacher, or some CRIS work.

- Catch-up: if a pupil has missed a lesson, they can use this time to catch-up on what they missed.
- Consolidation: pupils can do some additional work to consolidate or reinforce what they learned during the day's lesson.
- Reading: pupils can do some wider reading around the topic they are learning about (if they do this, they should make notes so they can show their teacher what they were reading about).
- Independent Study: pupils can use the time to do some independent research. They can use the ideas from the CRIS sheets in their planner, or choose their own area. They can present these in a variety of ways, including written notes, power point, poster, or a model.

The most important thing to remember is that **CRIS and prep are not optional** – they must do one or the other every evening, following their prep/CRIS timetable. Their subject teachers and form teacher will want to see their work.

During individual tutorials with their Form Teacher, pupils will share and discuss the independent study that they have undertaken. The prep structure allows pupils to focus on the skills needed to become more active learners.

With teacher guidance, a pupil should catch up on the main aspects of the work if they have been absent from a lesson.

Length of Prep/CRIS

First Form: Prep/CRIS should take no longer than 30 minutes

Second Form: Prep/CRIS should take 30-60 minutes for five sessions a week

Third Form: Prep/CRIS should take up to 60 minutes for five sessions a week

Checking Planners

Form Teachers should check and sign pupil planners every week and ensure that they are used properly.

Holiday work

Aside from revision, if a department wishes to set a piece of holiday prep, this should be agreed with the Deputy Head in advance. Pupils and parents should be given very clear information regarding expectations.

Private Study

If it is necessary for a pupil to study independently during a lesson, they are expected to do so in the Library under the supervision of the Librarian or another area designated by the Deputy Head. Pupils are expected to work diligently on designated study activities or preps/CRIS and, if they finish these, to read an appropriate text in silence.

Private Tuition

Pupils may from time to time receive private tuition from a member of the Common Room at the discretion of the Head.

PSHE

There is a whole-school approach to personal, social, health and citizenship education, which is underpinned by the School's Christian ethos. In Third Form, elements of economic education are also added. 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.

The PSHE curriculum at Culford aims to promote the physical, social, healthy and mental well-being of the individual by:

- Enabling pupils to consider attitudes and values
- Enhancing pupils' self-esteem and self-confidence
- Building confidence and awareness of personal safety in today's society
- Developing personal, emotional, social and communicative skills
- Ensuring children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.
- Encouraging pupils to understand the basic British values and the importance of respect so that they leave school fully prepared for life in modern Britain

The PSHE curriculum is part of the wider school ethos of promoting self-respect for others. This ethos is inherent throughout the school, for example peer mentoring and the buddy system framework involving new pupils. It also encourages pupils to develop skills vital for positions of responsibility, service and leadership. Pupils are expected to be treated, and to treat each other, in a way that reinforces the messages conveyed in the PSHE curriculum.

The school is both a member of the PSHCE Association and a chartered school of PSHCE.

Sex Education

Sex Education forms part of the formal Personal, Social and Health Education Curriculum.

The PSHCE curriculum aims to prepare children for the opportunities, responsibilities and experiences of modern life, so that they can progress to their senior schools with the abilities, knowledge and ideals to allow them to respond positively to every opportunity presented to them. Through PSHCE and Sex Related Education, we aim to promote a sense of right and wrong, develop children's integrity and autonomy and help them to become responsible and caring citizens capable of contributing to the development of a just society. The children will be taken through each stage of the SRE curriculum at a rate and a level appropriate to their needs and maturity.

Sex Related Education (SRE) in schools is a legal requirement and the aim is to teach this area sensitively and appropriately. By working closely with parents our experience has shown that we have convinced them of the value of Sex Education for their children. Parents do however have the right to withdraw their children from Sexual Health and Relationships Education lessons, although not those elements that are in the National Curriculum orders for science. Sex Education in the National science Curriculum covers anatomy, puberty, and biological aspects of sexual reproduction. These elements are mandatory for all pupils.

Prior to the teaching of any SRE, parents will be informed and will be given an opportunity to discuss and view the teaching material with the Head of PSHCE. If a parent does wish to withdraw a child from SRE, it is requested that this is discussed with the Headmaster, so that arrangements can be made for the child during that time.

SRE will promote the idea that children should accept increasing responsibility for the health and well-being of their own bodies. It will provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It will encourage the development of attitudes which allow pupils to make and sustain relationships in a responsible and healthy manner. Pupils will be protected from teaching materials which are inappropriate – having regard to age and the religious and cultural background of the pupils concerned.

Sometimes during the delivery of SRE, a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered immediately. It may sometimes be more appropriate to see a child individually later.

Special Educational Needs (Prep School specific)

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.

The School seeks to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

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

The Identification, Assessment and Review Procedure

We aim to identify and assess all pupils with SpLD as early as possible. We have well established identification procedures throughout the School. Regular monitoring ensures that any pupil who needs help will be offered it. All staff are responsible for ensuring that the Head of Learning Development is made aware of pupils with disabilities.

Teachers and other staff members raise concerns by attending the Learning Development Drop in Clinic, by email or by talking to the Head of Learning Development or one of the Learning Development teachers. Here staff will be given advice and the pupil will need closely monitoring by the class/subject teacher; or be directed to implement some Wave 2 intervention; or the Head of Department may assess.

The School follows the staged procedure similar to that recommended by the Code of Practice (DfES Revised Code 2015).

Where progress is less than expected, the first response of the teacher should be high quality targeted teaching at their areas of weakness. If progress continues to be less than expected, evidence is gathered (including the views of the pupil and their parents) and the Head of Learning Development will assess whether the child has SEN and will work alongside the teacher to offer additional strategies. The School will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

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.

Monitored

Pupils at this stage are demonstrating a lack of progress and requiring Wave 2 Intervention by the class teacher/subject staff. If the Academic/Pastoral Action Plan has not brought the expected results and a Record of Concern is opened.

Pupils at this Stage:

- may appear on the LD Register temporarily
- must have their needs carefully monitored by the subject teacher / tutor

Pupils at this stage should have their needs met through differentiation in the classroom. The school is acting collectively to meet the individual needs of pupils. 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.

SEN

Pupils at this Stage have failed to make satisfactory progress at the monitored Stage and need additional specialist provision which is different from their peers. At this Stage the school continues to act collectively by offering differentiation in the classroom, and provides additional input from specialist staff. There is a charge for this service.

Pupils at this stage:

- Do not have SEN as defined by the ISI (they define a pupil as having SEN if they have a EHS Plan (Statement of Special Educational Needs)
- May have Specific Learning Difficulties
- have support at SEN
- have LD provision which is additional to or different from that offered to their peers (support lessons)
- may have had their SpLD identified by an Educational Psychologist or by a specialist teacher
- have an Information Sheet
- must have their needs carefully monitored by the subject teacher / 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. These lessons are charged for.

EHC plan (or statement)

Pupils at this stage have been at SEN and have not made satisfactory progress. Pupils at this stage

- have demonstrated significant cause for concern and any strategy or programme implemented for the child has been continued for a reasonable period of time without success despite alternative methods being 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.

Curriculum Provision

The purpose of individual support is to remove barriers to learning so the child can access the curriculum and has the best chance to achieve their potential within the curriculum setting. In the classroom, high quality teaching and differentiated lessons are delivered by teachers appropriate to the needs of the children. Lessons are planned to address potential areas of difficulty and should remove barriers to pupil achievement. The curriculum provision for each child is designed to deliver a bespoke programme to meet their specific learning needs which may include reducing the curriculum, for example, the number of languages studied..

A pupil is entered onto the Learning Development Register following discussion with Common Room and parents. A written record of initial contact is made on a Record of Concern. All

teachers are given copies of the Learning Development Register at the start of the academic year and an Information Sheet on each individual pupil on the Register is circulated to all relevant staff. These sheets outline the particular needs of an individual pupil. Practical strategies to help the pupil in the classroom are also included. The sheets are regularly updated and teachers alerted when changes have been made. Additionally, a full review is carried out annually and amendments made accordingly.

Learning Development Lessons

Planned programmes of work are delivered by fully qualified, 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 is included in the annual school report. 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.

Teaching and Learning Policy

At Culford Preparatory School we aim to provide a broad and balanced curriculum to prepare our pupils for the next stage in their education and for later life. We want to help pupils develop enquiring minds, to be independent learners, to acquire understanding, knowledge and skills, to promote personal codes of behaviour and tolerance of one another.

Effective teaching and learning:

- Enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills;
- Fosters self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- Involves well planned lessons utilising effective teaching methods, activities and management of time;
- Shows a good understanding of the aptitudes, needs and prior attainment of pupils; ensuring that these are taken into account when planning learning;
- Demonstrates good knowledge and understanding of the subject matter being taught;
- Utilises effective classroom resources of good quality, quantity and range;
- Implements effective assessment strategies to inform teaching and impact on pupil progress;
- Develops meta-cognitive strategies;
- Utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- Supports the promotion of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs; and
- Promotes diversity and equality.

We believe that when effective teaching and learning occurs:

- Pupils demonstrate high levels of enthusiasm; are focused and productive
- Pupils display a thirst for more, spark of curiosity, inquisitiveness
- Pupils ask probing questions
- Pupils are able to self-select the right skill or knowledge required

- Pupils understand their current level of attainment and what they need to do to improve
- Pupils are able to work independently, and demonstrate resilience
- Pupils are all participating and well behaved

The ‘Assess, Plan, Teach’ approach (taken and adapted from ‘Mark, Plan, Teach’ - McGill 2018*) is a useful guide.

Assess

Teachers assess to track progress and to inform future planning and teaching. Feedback is given so that pupils can act on it to make progress over time. For this to happen:

- Teachers need a secure overview of the starting points, progress and context of all.
- Feedback, verbal or written, should be delivered in a way to ensure that pupils are clear about what they must act upon.
- Marking and feedback must be regular, meaningful and relevant.

Plan

The process of planning is to enable high quality delivery which meets the needs of all pupils.

- Be clear and precise about the knowledge/skills you want pupils to learn, not what you want them to do. Break them down.
- Do the ‘so that’** test. Activities, including prep and CRIS ideas, should be designed to facilitate learning and not keep pupils busy.
- There should be evidence of long-term planning from schemes of work and short-term planning in a teacher’s plans
- Differentiation should be planned over time to ensure it meets the needs of all.
- Purposeful starter activities should be used to ensure a ‘flying start’ to make the most of every minute.

Teach

- Literacy and numeracy is the responsibility of all teachers.
- Teachers must use precise language and key words to be explicit in learning outcomes and explanations.
- Going with the ‘flow’ of a lesson to support pupil understanding and progress is more important than following a lesson plan.
- All pupils must be working harder than the teacher, over time and be able to use the key strategies.
- Ensure that learning has stuck, through checking that is incisive, systematic and effective.

The impact of quality teaching and learning is ultimately tested through the progress that students make and the outcomes they achieve.

** and is useful further reading: ‘Mark, Plan, Teach’ by Ross Morrison McGill (2018)*

*** When planning a lesson and objective, use the phrase ‘so that’ to ensure there is reason and purpose to aims and objectives*

Value Added Policy

External standardised assessments are used by the school to inform pupil performance in relation to ability. Departmental performance is scrutinised as part of the audit process. The Deputy Head has oversight of this area and all analyses.

Departmental Audits

During annual departmental audits with the Headmaster and Deputy Head, Heads of Department review and reflect on the previous year’s performance and pupil results. Targets are agreed and reviewed on an annual basis.

Pupil Performance

Assessment descriptors and exam results are given to pupils and parents through the Parent Portal. These results are also written in pupil planners so that pupils, parents and tutors can track trends through time. All this information is also available to teachers on the iSAMS database. MidYIS predicted grades for every pupil in every subject are given to teachers, who are asked to write the information in their mark books. This enables teachers and tutors to monitor performance in relation to ability over time.

Departmental, academic and exam results meetings are used to highlight pupil under-performance and appropriate actions and support is provided.

Letters of concern

The Deputy Head may write letters of concern for pupils who are significantly underperforming. These letters normally outline targets in relation to future effort and attainment grades. If such a letter is written, it is the responsibility of the tutor to monitor and communicate to parents the progress of that pupil in subsequent assessments.

Videos and DVDs

Common Room may, at their discretion, show a 12 programme to Third Form pupils. If they wish to show a PG programme they must seek permission. If a pupil wishes to see their own film, they must seek permission from their Housemaster first. Programmes shown in lessons should be directly relevant to the specification and make a recognisable contribution to pupils' education. We do not show films merely for entertainment during lesson times. Academic momentum should be maintained right up to the end of term as far as possible.

Pastoral Structures

Activities

The extra-curricular programme, including staffing and budget, is co-ordinated by the Head of Co-Curricular. All members of Common Room are expected to contribute to the activity evening programme and the weekend programme. All contributions must be agreed by the Head of Co-Curricular.

Activity House Structure

Each Member of the Common Room and pupil is allocated to an Activity House (Floyd, Honess, Leigh or Newman). Regular Activity House meetings are held fortnightly.

Throughout the year, there are many art/Craft, music and sporting competitions. Pupils are encouraged to enter as many competitions as they can. Allocation to a particular house may be requested, if there are older brothers or sisters already in the School.

The Activity House system is run by the Activity House Co-ordinator in conjunction with a pupil committee of Activity House Crew, chaired by the Activity House Co-ordinator.

At the end of each academic year there is a House Feast for the overall winning Activity House. This is scheduled by the Activity House Co-ordinator, in liaison with the staff leaders of the winning Activity House.

Anti-Bullying Policy – Senior and Prep School

General Statement

Bullying will not be tolerated at Culford. Bullying is the hurting, humiliating, threatening or frightening of another person and can ostracise individuals, cause psychological damage and even suicide. It may be 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).

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)

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
-

Action the School takes to Prevent Bullying

The school outlines to existing and new parents its policy on bullying; parents receive further advice as appropriate, for instance on cyber safety. Modules on bullying form an important component of the PSHCE Course at all levels. As part of their programme of training, both School and House Prefects discuss bullying. They are instructed in what to do should they become aware of bullying. It is also part of the induction training of new teachers.

Records of incidents of bullying are kept on the pupil’s file and follow the pupil between the parts of the school. The word bullying will be used when the school has decided that bullying has taken place.

Disciplinary sanctions reflect the seriousness of an incident of bullying and convey a deterrent effect. Pupils are educated about bullying through a structured PSHCE programmes, assemblies, projects, drama, stories and literature. These may cover discussion of differences between people may include topics such as the importance of avoiding prejudice-based language. Pupils are encouraged through all pastoral networks to tell if they have concern and an email-based support system, called Bob, exists to offer support and an outlet for anonymous concerns.

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. Training supports staff understanding of the principles of the school policy, legal responsibilities, actions are defined to resolve and prevent problems, and the sources of support are available; where appropriate, the school may 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.

How the School Deals with Bullying

Any alleged bullying should be reported as soon as possible directly to the Housemaster/mistress who will inform the Deputy Head and Assistant Head Pastoral. Under no circumstances will incidents that could be construed as bullying be ignored. All offences are carefully investigated and those involved interviewed by their Housemaster/mistress or Deputy Head. A record is kept of the interviews. All cases are dealt with on an individual basis. Victims receive support and bullies are counselled on appropriate behaviour. Records are monitored by the Deputy Head and Assistant Head Pastoral so that patterns can be identified. Action is taken to address times or places where bullying is most likely, for instance outside the school day.

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 SMT 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

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.

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.

Cyberbullying

Cyberbullying is defined as the sending of malicious, intimidating, or hurtful text messages, emails or photographs, or posting of malicious, insulting or other hurtful descriptions or comments on social networking sites, or during instant messaging conversations. Particular features of cyberbullying are:

IMPACT	the scale and scope can be greater than other forms of bullying
LOCATION	there is a 24/7 and any place nature of cyberbullying
ANONYMOUS	the person being bullied will not always know who is attacking them
MOTIVATION	some pupils may not be aware that what they are doing is bullying
EVIDENCE	there will be evidence of its occurrence

In the event of cyberbullying, the victim must save the evidence and immediately report the incident to their tutor or Housemaster/mistress who will inform the Deputy Head and Assistant Head Pastoral. In extreme cases service providers or Social Network site hosts may need to be contacted to block calls or unwanted comments. Cyberbullying initiated from outside of school will still be investigated by the school and carry the same penalties as it would if it were carried out in school.

Behaviour Policy

Pupils and staff are expected to uphold high standards that promote good learning and individual development within our supportive community.

A hierarchical system is in place for sanctions. Thresholds are in place where the next level of sanction may be applied up to a Saturday detention. Senior Staff may decide upon a different entry point of the hierarchy depending on how serious an incident is.

In the first instance incidents are usually dealt with by the Form Teachers, who will use Incident Forms and discussion with pupils to establish what has happened. Sanctions will be discussed with the Assistant Head or Deputy Head and administered at an appropriate level.

Major incidents dealt with by the Assistant Head under the Deputy Head's direction will take the following form:

Pupils will be separated as soon as reasonably possible, and they will be required to fill in Incident Forms. The questions on the Incident Form may be adapted to find out specific information, or questions may be added once the original questions have been completed. Pupils will be spoken with by the Assistant Head or Deputy Head.

If a pupil interview is needed it will take place in front of a supporting teacher, usually the pupil's Form teacher. The Assistant Head will take careful notes with regard to answers given orally. The supporting teacher will listen as an impartial witness, not taking part in the interview. When invited, they may ask any questions they feel will benefit the pupil. Notes will be typed up and shared as necessary amongst key staff. The Assistant Head and Deputy Head will review and take, or recommend to the Headmaster, any sanction deemed appropriate.

Should it be necessary the school uses BSA guidelines to conduct searches of pupil property.

Parents will be notified of low level sanctions as the threshold for detention is approached.

For incidents that lead to a School Detention, communication with parents will be by letter from the Assistant Head informing them of the incident and the sanction.

For more serious incidents that lead to suspension, parents will be asked to see the Headmaster or Deputy Head. The Deputy Head may suspend a pupil, having been first given authority to do so by the Headmaster, or in his absence.

The final decision about expulsion or withdrawal of a pupil must await the return of the Headmaster and his discussions with the parents involved.

Bereavement

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/parent 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/parent 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 Head, Assistant Head Pastoral 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 Head and Assistant Head Pastoral	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: Other Culford Heads Senior Housemaster/Cadogan Housemaster School Office to adjust ISAMS Close colleagues Other relevant staff Parents 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.

Boarding

Culford has always been a boarding school. Its ethos is that of a boarding school and this informs the School's policy, organisation and development. The School actively promotes the integration of day and boarder pupils in all areas of school life. The vast majority of boarders are full boarders but the School offers flexible arrangements as space permits.

The Culford boarding community is based upon the development of the whole person in keeping with our Christian values. Each member of the community is treated as an individual, and with respect, by other pupils and by teachers. Although living together, teachers and boarders acknowledge the right of each other to privacy. All boarders should be able to develop physically, spiritually, morally and socially and be able to work, play and relax free from bullying. There is equality of opportunity and respect for all boarders, regardless of ethnicity, culture, gender or disability. Each boarder has the right to extend his or her intellectual growth in an atmosphere of positive encouragement and in conditions conducive to learning. Links with parents are seen as an indispensable part of the support and development of boarders.

These principles give rise to the following aims:

- To develop a desire for truth and a respect for others
- To provide conditions for study in an atmosphere which values effort
- To provide a range of activities and opportunities that will assist in the personal, social and cultural development of each boarder
- To provide accommodation that is comfortable and suited to the needs of boarders, and which provides adequate levels of privacy
- To develop boarders' responsibility for self, for others and for the environment. This includes contributing to the needs and welfare of others in the House, School and wider community.
- For boarders to feel able to turn to members of Common Room to share the good things in their lives, as well as seeking advice, counselling and support during times of difficulty
- To create an atmosphere of tolerance, openness and trust in which bullying would find difficulty in developing. Each boarder should feel confident that he or she will be treated and respected as an individual
- To safeguard and promote the welfare of all, by providing an environment that is, as far as possible, free from unacceptable physical hazards and dangers
- To communicate frequently with parents: success as well as failure, good news as well as bad.

Organisation

There is one co-ed boarding house called Cadogan. It provides accommodation in dormitories, together with a range of common room and study facilities appropriate to the age of the pupils.

Boarders' contact with parents

Prep School Boarders are permitted to own mobile telephones, which they can use at times agreed within the house structure. In addition there are also 3 incoming landlines that the pupils can receive calls from. All boarders have their own email address and access to email facilities both on weekdays and at the weekend. They also have access to Skype.

Facilities and opportunities

In addition to the recreational and study facilities within the boarding house, boarders have access to a range of school facilities, including computers with internet access and email facilities. These may be used in the evenings and at the weekend. There is a full programme of extra-curricular activities throughout the weekend.

Induction to boarding

New boarders joining the school attend an induction programme and new pupils are supported by mentors. House routines are published and sent to the parents of all new boarders, together with a copy of the Parents' Handbook, which outlines procedures relating to all major areas of School life. All new pupils receive a copy of the Cadogan Pupils' Handbook, which includes information on routines and policies. In addition routines and structures are discussed and reinforced during house meeting time.

Leadership Opportunities in Boarding

Cadogan House encourages pupils to assume responsibility, either as part of the Cadogan Crew or by serving in a House Family. In this way, pupils are given opportunities to contribute to the life of the community and to express their views on relevant aspects of boarding provision. All pupils given responsibility are given appropriate training, which includes supporting younger pupils. Our emphasis is always to let a member of staff know if they think that another child may be unhappy.

Matron

Our Matrons work in a supportive capacity and alongside specific roles, they are available for pupils to chat and spend time with. The role of the Matron is to support the House parents in ensuring that all the domestic needs of the House and pupils are met on a daily basis.

Medical Centre

Boarders are registered with the school GP who visits the school twice a week to hold surgeries. Pupils who wish to see a female GP can book an appointment through the Medical Centre. All new boarders have a medical check, an annual height and weight check, and every four years will have a medical review. Detailed medical and nursing records are kept and the nursing staff arrange and administer any travel vaccines and childhood vaccines that are required. The qualified nursing staff are available 24 hours a day and manage the administration of medicine in the School. Parents are informed if their child is admitted to the Medical Centre. All orthodontic appointments should take place during the school holidays.

Welfare

The Houseparent carries particular responsibility for the welfare of boarders. Parents are encouraged to contact them if they have any concerns about their child's welfare. Form Teachers have particular responsibility for the pastoral care and academic progress of a mixed group of boarders and day pupils. Regular tutor periods provide the opportunity for Form Teachers to get to know their tutees well. Form Teachers of new pupils will contact parents to discuss their child's progress and any problems that may have arisen and to make an appointment to meet with them, if this is felt necessary. It is hoped that Form Teachers and parents will work closely together for the benefit of pupils. Pupils are encouraged to raise any problems they have with their Houseparent, Form Teachers or, if they so wish, any other member of Common Room.

Records are kept of the individual health and welfare needs of each boarder. These are kept on iSAMS. It is the responsibility of members of the Common Room to access this information on the iSAMS information system. Where a specific welfare concern is identified in relation to a particular pupil, a welfare plan, including a risk assessment around pupil behaviour, will be drawn up by the Houseparent and Form Teacher. This will be communicated to all relevant colleagues, who will implement the action plan outlined in it.

Visitors to the Boarding Houses

All visitors to Cadogan should report to the member of staff on duty on arrival at the House. Visitors are to remain under the supervision of House staff who will determine if it is an appropriate time for visiting dormitories. It is not expected that visitors remain within the House for an extended period of time.

Boarders and staff accommodation

Any boarder access to staff accommodation should be properly supervised and should not involve appropriate favouritism or inappropriate one-to-one contact between staff and boarders.

Boarders at Weekends

For those boarders who stay on site for the weekend there is a programme of activities which runs throughout the year. Activities such as ten-pin bowling, ice skating, theatre and cinema trips, viewing sporting events and attractions such as Pleasurewood Hills attempt to provide something for all boarders. The cost of such trips is put on the school bill although personal expenses should be provided by the boarders. All activities and trips are supervised by members of the Common Room who attend not only to help but also to enjoy them.

It is assumed that pupils who go out for the weekends are staying with their parent or designated guardian unless alternative arrangements have been made with their Houseparent or Deputy Housemaster.

Guardians

An official guardian must be appointed for pupils whose parents live outside the UK, either as expatriates or as overseas nationals, prior to the pupil entering Culford. The guardian must be a responsible adult resident in the UK and fluent in English. An older brother or sister studying in the UK cannot be a guardian. The school require the following obligations to be met by the guardian:

- To take responsibility for the pupil during holidays including transportation, accommodation and renewal of passports and visas as necessary. Housemasters/mistresses/parent must be informed of arrangements at least one week before each arrival or departure.
- To take responsibility for the pupil when sent away from school because of school closure, the pupil being suspended or excluded, or the pupil being sent away on medical advice.
- To attend school events on behalf of the pupil's parents.

Any variation of these obligations must be sanctioned by the Headmaster.

Charity Committee

This is a thriving committee made up of pupils from each form who plan and organise charity days each term. It is led by the Upper Third Charity Crew members and supported by a member of the Common Room. Meetings take place each half term. Events include non-uniform days, themed dressing days and a Christmas Fayre. Where possible, representatives from the supported charities are invited in to assembly to make a presentation to the School, along with representatives of the committee.

Pupil Registration

Pupils are registered at the beginning of morning and afternoon school. The receptionist will telephone the parents of any day pupils who are not in registration and whose absence is not accounted for. The receptionist will follow up any absentee and discover their whereabouts. Sanctions may be imposed for pupils who do not properly follow registration procedures.

The Houseparent is responsible for holding regular roll calls for boarder pupils and ensuring that there are means whereby Common Room know the whereabouts of boarders in their charge at all times, including a signing system for pupils leaving the School, where that is permitted. Where the above checks and an immediate search of the premises reveal that a pupil is missing, this is to be reported immediately to the Houseparent, who will determine what steps should be taken. See also the Missing Pupils Policy.

Rewards and Sanctions

The use of rewards and sanctions will be in accordance with the School policy. The Deputy Head and Assistant Head are responsible for ensuring that rewards and sanctions are consistent with the school's policy.

Support for Boarders

All members of the School are attached to a form group and they are encouraged to raise any concerns they may have with their form tutor, who is primarily responsible for their pastoral care and academic progress. There is a full induction programme for all pupils new to each part of the school, while the expectations placed upon pupils are laid down in both pupil and parent handbooks.

Boarders have access to a wide range of staff of both sexes to whom they may confidently turn for personal guidance or with a personal problem. The School facilitates boarders' contact with parents and will enable visits by parents at reasonable times. There are telephones for pupil use within each House which provide for privacy, and every pupil has internet access and their own email address. Staff may be asked to support social workers to take decisions about individual children.

Health and Safety Issues

The Compliance Officer is responsible for the School's Health and Safety policy. Annual risk assessments will be made by Heads of Department for the areas for which they are responsible. Pupils' attention is drawn to specific hazards within the grounds, including the lake. Fire practices are held each term both in teaching areas and in Cadogan House. The Compliance Officer and Headmaster monitor risk assessments and accident reports.

Mobile Telephones

Parents should request permission from the Headmaster for a day pupil to bring a mobile phone to school. Reasons such as travelling on school buses are deemed acceptable. Phones should be handed in to the school secretary for safekeeping during the day. Changes to timings during the school day are communicated via the school office and therefore mobile phones are not required.

Discipline (Whole School)

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.

Culford school believes in promoting fundamental British values; democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This is done through PSHCE lessons. Collective Worship, Assemblies and the way we conduct ourselves as staff and pupils as global citizens.

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.

Rules

All pupils are expected to take responsibility for their actions and decisions. The School Rules are established for the benefit of all members of the school community and any pupil who breaks them must expect to receive the relevant sanction. Any pupil may be required by Teachers or the Houseparent to perform general duties of a reasonable nature for the benefit of the School or House.

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.

If a day pupil is absent, reception must be contacted before 09:00 to explain the reason. If a day pupil arrives late, they should report to reception on arrival. If a day pupil needs to be absent briefly from school parents should inform the relevant Form Teacher, 48 hours in advance. Requests for longer planned absences must be made to the Headmaster, in writing, at least one week in advance. Holidays should not be organised in term time. Pupils should keep term until the conclusion of the school timetable; the school can offer overnight accommodation to enable appropriate travel arrangements.

If a day pupil needs to be excused games or prep, a letter should be sent to their Form Teacher giving details and any medical advice. Parents should give clear instructions as to when a pupil is to be put back on games. Any day pupil who feels ill at School must report to Reception in the first instance, then the Medical Centre who will telephone the parents and inform the Form Teacher and/or Houseparent as necessary.

Bounds

The following areas are at all times out of bounds to Prep School pupils: all woods other than on designated paths; Senior School playing fields; estate yard; kitchen yard; church yard. Great care should be taken near these hazards at all times and swimming or entering the water is not permitted. Bounds are limited to the school grounds. Day pupils may not go off site during the school day and boarders at any time without the Houseparent's permission. After darkness boarders are limited to areas that are lit.

After evening roll call boarders are allowed access around the adventure playground area and the Prep School quad, and with permission from House staff to the Sports and Tennis Centre.

Data Protection and ICT (Whole School)

The School has a Data Protection policy and a comprehensive ICT policy on use of the Internet and email protocols. Pupils are required to comply with those policies on Internet and email use and parents' countersignature is required before use is made of the facilities. The fully policy and fair use agreement can be found in Appendix 2 of this handbook. Pupils can access the IT Services Pupils Handbook via Moodle's support section.

Any pupil in contravention of these rules can expect to be banned from use of the network and receive a School Detention. If illegal or unacceptable material is accessed or cyberbullying takes place, the relevant authorities will be informed.

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.

Pupils should not wear make-up. They will be sent to the school office to remove it. No nail varnish should be worn during the school day. Make-up and nail varnish removal materials will be kept by office staff for this purpose.

The wearing of jewellery is limited to a single pair of plain earrings, one in each ear through the lowest part of the earlobe. No rings may be worn. No bracelets may be worn. Uniform of full games kit with tracksuit is also worn when travelling to matches or on a school visit, and for day pupils travelling to and from school, unless exemption has been given. Underwear should not be visible.

Shirt Sleeve Order operates in the summer term when the Deputy Head authorises. Only uniform items may be worn and the aim should be to remain smart. Shirts should be tucked in and sleeves either fastened at the cuff or rolled neatly above the elbow. No jumpers may be worn. Full uniform should still be worn for official school occasions and visits.

Casual Clothing must be reasonable, unprovocative and not cause offence. The Assistant Head or Deputy Head's ruling on what is reasonable is final.

Responsibility for appropriate dress for trips and visits lies with the member of Common Room concerned. Full uniform is appropriate for formal occasions where representing the school. Casuals are appropriate on other occasions.

Our uniform is one of our distinctive hallmarks and enables the pupils to take pride in their appearance and their school. We value it highly. All uniform can be purchased at www.schoolblazer.com/

Items sent to the school laundry are tumble dried. All items should be suitable for machine washing and tumble drying.

All clothing, including shoes and other personal belongings must be clearly named. Cash's name tapes are recommended. Boarders should send a small number of spare name tapes to the Houseparent for use on garments which are purchased during the school year.

Boarding pupils who travel overseas during holidays may store their trunks at school. Matron will check for garments requiring repair, cleaning or laundering, for which a charge will be made. She or the Houseparent will advise parents of any garments which need replacement.

Sanctions may be used for consistent failure to wear the correct uniform. Pupils with an inappropriate hairstyle will be required to have it re-cut or re-coloured and may be required to stay at home until it has been restored to a moderate style or colour.

Drugs and Illegal Substances (Whole School)

This is a whole school policy. Please refer to Education Handbook Senior.

Prohibitions

Pupils must not chew gum in School. Other inappropriate items such as matches, fireworks or dangerous weapons should not be brought into school. If you are unsure about a particular item, please do speak to a member of the Senior Management Team.

Items will be confiscated and returned to the pupil's parents, subject to advice from the police who may be informed. Sanctions will depend upon the nature of the offence.

Sexual Behaviour

The school is a working environment and as such there are to be no overt displays of affection during the school day between pupils. No boarder pupil may enter the dormitory of a pupil of the opposite sex without the permission of the Housemaster. No pupil is to indulge in sexual relations with another person on the School site.

All cases will be dealt with on an individual basis. Any pupil found to be involved in sexual relations with another person on the School site, or anywhere else whilst under the care of the school, must expect to be required to leave the school.

Smoking

No person may smoke at School or anywhere else whilst under the care of the school, whilst journeying to or from it, or bring cigarettes to school. A person in the company of smokers or smelling of smoke may be deemed to be smoking.

The Extended Day

In an effort to provide the best support that we are able to families of day pupils, we operate an 'Extended Day' option. By filling in a form and returning to Prep School Reception, parents of day pupils are able to book in their children to join the boarders for breakfast, or after school for dinner, prep supervision and free time. The form is sent out via Culford Post, and we ask that wherever possible parents book for the term ahead. We are able to offer after the school care until 19.00 free of charge. This includes dinner and a supervised Prep session. For breakfast club, which starts at 07.30, there is a small charge. After the 19.00 pickup, day pupils are permitted to stay on until 8pm for a daily charge. We respectfully ask that any pupils needing to stay later than 8pm should use our 'occasional boarding' model, which is charged at an extra cost.

Teachers should expect to be on duty on a week night between two and four times per term. The residential member of staff will lead the duty, and pupils on extended day will be treated as boarders until they are picked up.

Footpaths Policy

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.

Monitoring a pupil's academic progress

The Form Teacher is the key person in assessing a pupil's general progress and strengths and weaknesses in the academic field, using the following information: CAT4 scores, Progress Tests in maths, English and science, and regular assessments; beneficent and non-satis forms, informal discussion with subject staff and interim reports; the list of possible underperformers produced by the Deputy Head or nominated teacher; end of term reports and examination results. If academic problems persist and further action is necessary, it is the Form Teacher's responsibility to inform the Deputy Head so that they have a clear picture of the situation. If and when academic warning letters need to be written following examinations, it is helpful for the Deputy Head to know of any factors contributing to that set of results.

Pastoral care and pupil discipline

Form 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. Form Teachers should have knowledge of EAL and Learning Development issues. If particular guidance is available, such as a psychologist's report. The Head of Learning Development will ensure that this is available to the Form Teacher and subject teachers. Where there are significant concerns about a particular pupil, the Housemaster will liaise with the Form Teacher in calling a meeting of all relevant members of Common Room. The outcome of this meeting will be a Welfare Plan.

On occasions, Form Teachers may feel that pupils would benefit from counselling. The Chaplain and the Medical Centre are available to provide support and advice. The School Counsellor is available to boarders.

Dealing with Pupil Incidents

On awareness of a pupil incident Form Teachers should follow the procedure outlined below. Depending upon the initial details of the incident, if potentially it is deemed to be serious, it should be dealt with as a priority. In this instance Locum cover will be provided on request.

- Liaise with respective Form Teacher colleagues
- Identify key pupils involved
- Incident forms should be completed at the same time & supervised, with clear directions given
- Pupils should include details before, during & after the incident. Possible witnesses, location, time and timescale of accrual incident
- Form Teachers should issue a non-satis if appropriate or forward Incident Forms to Assistant Head if more serious or if there are concerns
- Where appropriate, parents will be contacted and kept in the loop regarding the investigation and timescale of feedback, ideally 48 hours

- All paperwork should be forwarded to Reception for central filing
- All sanctions should be recorded on iSAMS.

Liaison with parents

Form 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 the Deputy Head or Assistant Head as appropriate and the Headmaster's office. All Form Teachers keep records of all pupils on an online recording system.. Any requests from parents for pupils to miss school, other than for routine medical or dental appointments, should be passed on to the Headmaster.

Liaison with other staff

The Form Teacher should establish a good relationship with parents of pupils. There must be good communication between the Form Teacher and Senior Management Team. Form Teachers should act as a link for academic staff and should keep academic staff informed of information that may affect a pupil's performance in lessons.

Form Teachers may be asked to draft references for the Headmaster at any stage in a pupil's school career. Form Teachers should also keep the Headmaster informed of any major achievements by pupils in their form group, e.g. selection for county teams. Form Teachers should respond to requests for updates on pupil achievements and successes, both in and out of school.

Induction

Induction sessions are organised for new pupils prior to their first term. New pupils come into School for a day in the Summer term before they join Culford and are given a tour of the School, spend time in their new Form. There is also a programme of activities and some taster lessons. The rest of the induction for boarder pupils is carried out in Cadogan House by the Housemaster and residential tutors.

Induction sessions are also scheduled for Parents too and includes information on all aspects of school life, academic, pastoral, music, sports and activities, boarding and the Extended Day provision.

Leavers' Service

On the final day of the academic year, pupils in the Upper Third pupils and their parents are invited to a Leavers' Service, held in St Mary's Church, Culford. This is an opportunity for pupils to reflect upon their life and achievements in the Preparatory School and to look forward to the next stage of their school career. The service is led by the school chaplain and the address given by the Headmaster. Pupils and parents are then invited to a buffet, before Prize Giving.

Litter

Each classroom is responsible for keeping its immediate vicinity clear. The Deputy Head or Assistant Head will arrange litter sweeps as necessary.

Lost Property

Items of clothing left in the Sports Hall or other changing rooms will from time to time be transferred to the Reception. More valuable items should always be handed in to the Reception by teachers as soon as found. Named items will as far as possible be distributed to pupils. Pupils who have lost items should go to the Reception and Lost Property cupboard. At the end of each term, quality unnamed and unclaimed clothing is given to Matron or the Houseparent in Cadogan House. Clothing will be washed and available to pupils as appropriate. From time to time unclaimed items will be offered to charities. Items of clothing left in the Sports Hall or other changing rooms will from time to time be transferred to Reception. More valuable items should always be handed in to Reception by teachers as soon as found.

Pastoral Committee

This is the main pastoral steering and policy committee for the Prep School, chaired by the Assistant Head. The committee comprises; Assistant Head, Head of PSHE, Chaplain, Deputy Head and invited representatives. Meetings are held half termly.

Head Boy and Head Girl

Head Boy and Head Girl are appointed by the Headmaster after full consultation in the first half of the summer term of Lower Third. Their position is a privilege and they need to be role models.

Responsibility Crews

All Lower Third pupils have the opportunity to apply for a position of responsibility for their Upper Third year. The appointment process of Prefects is a positive reflection of the views of the School community; those who are appointed must be seen to be so on merit rather than partiality. The system of appointment is explained to all Lower Third pupils who are additionally given a handbook of information to support them through the process. Votes are counted from Lower Third and the Common Room. No results are published and voting is by secret ballot.

In all cases the final decision lies with the Headmaster.

Those pupils applying for roles of School Head Prefects are interviewed by the Headmaster or Deputy Head. Those applying for Heads of Cadogan House are interviewed by the Houseparent.

Prefects meet regularly with the Assistant Head for planning and support. There is a Prefect Code of Conduct given to all Lower Third pupils; training is provided and support is given throughout the year.

Prize Giving

There are individual subject prizes awarded to pupils in the Upper Third. There are two prizes for each Form, one awarded for achievement and the other for progress throughout the year. In addition, there are special prizes, (For example, Citizenship, Overcoming Adversity and Service to School).

Pupils selected to be awarded prizes receive a letter from the Deputy Head inviting them to attend an Open Evening at Waterstones book store, where they are able to select a book of their choice. A special name plate is then stuck into the inside of the book, which is then presented at the prize giving ceremony.

Prize Giving takes place on the final afternoon of the academic year, in Centenary Hall and the Studio Theatre. Parents, Governors and guests are invited. This is an opportunity for the Headmaster to share and celebrate the highlights of the academic year.

Pupil Handbook and Planner

Each pupil has a planner to support their academic organisation. It should be filled in on a daily basis recording preps, CRIS, reading and extra lessons. Additionally, personal achievements should be recorded. Pupils in school prep sessions should have their planner signed by a member of the Common Room.

Form Teachers should sign these regularly, weekly, as should Parents.

Pupil Photographs

Autumn Term: New pupil individual photographs for the school database

Summer Term: Individual pupil photographs and the Cadogan House photograph, available online for parents to purchase

Registration

Registration takes place for all pupils at 08:30 and 13:25 each day, Monday to Friday inclusive, except the designated fixture afternoon when subject teachers take a registration at the end of lesson 5 or sports staff register at the beginning of the sports session. It is the responsibility of the Form Teacher to register his/her pupils and only in exceptional circumstances should anyone other than the Form Teacher register them. When there is no assembly, a Form group should remain with their Form Teacher for a 15 minute period. The Form Teacher will use this time to deal with academic, disciplinary or pastoral matters. Registration is not just a simple formality but is an important point of communication.

Form Teachers must register on the iSAMS system, marking the status of all pupils using the correct codes as indicated. Registers must be completed by 08:45 at the latest in the morning and usually by 13:45 in the afternoon. Pupils who are late to their Form period should be registered late. Pupils who arrive later than 08:45 should go directly to Reception to register. They should then go immediately to their first formal commitment. Form Teachers need to monitor lateness and take action if it persists.

Performance sports pupils who may miss registrations always report in at Reception to sign in.

Pupils are registered for each academic lesson and for extra-curricular activities on iSAMS.

School Council

The School Council consists of representatives from each Form, Cadogan House and Head Boy and Head Girl and is chaired by two designated Upper Third pupils. The Common Room representative is the Assistant Head. The council meets twice a term and they are calendared. The executive of the council takes recommendations to the Headmaster. The School Council is welcome to comment on all matters about which pupils might reasonably expect to see changes made.

Cadogan House Council consists of representatives from each dormitory and is chaired by a member of staff. The House Council meets twice a term and the Housemaster takes recommendations from it to the Housemaster. Some items are acted on within the House while others will be taken to The School Council for further debate. The House Council is welcome to comment on all matters about which pupils might reasonably expect to see changes made.

Sex Education

Sex Education forms part of the formal Personal, Social and Health Education Curriculum.

The PSHCE curriculum aims to prepare children for the opportunities, responsibilities and experiences of modern life, so that they can progress to their senior schools with the abilities, knowledge and ideals to allow them to respond positively to every opportunity presented to them. Through PSHCE and Sex Related Education, we aim to promote a sense of right and wrong, develop children's integrity and autonomy and help them to become responsible and caring citizens capable of contributing to the development of a just society. The children will be taken through each stage of the SRE curriculum at a rate and a level appropriate to their needs and maturity.

Sex Related Education (SRE) in schools is a legal requirement and the aim is to teach this area sensitively and appropriately. By working closely with parents our experience has shown that we have convinced them of the value of Sex Education for their children. Parents do however have the right to withdraw their children from Sexual Health and Relationships Education lessons, although not those elements that are in the National Curriculum orders for science. Sex Education in the National science Curriculum covers anatomy, puberty, and biological aspects of sexual reproduction. These elements are mandatory for all pupils.

Prior to the teaching of any SRE, parents will be informed and will be given an opportunity to discuss and view the teaching material with the Head of PHSCE. If a parent does wish to withdraw a child from SRE, it is requested that this is discussed with the Headmaster, so that arrangements can be made for the child during that time.

SRE will promote the idea that children should accept increasing responsibility for the health and well-being of their own bodies. It will provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It will encourage the development of attitudes which allow pupils to make and sustain relationships in a responsible and healthy manner. Pupils will be protected from teaching materials which are inappropriate – having regard to age and the religious and cultural background of the pupils concerned.

Sometimes during the delivery of SRE, a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered immediately. It may sometimes be more appropriate to see a child individually later.

Supervision of Pupils at Break times.

There is a rota drawn up for the supervision of pupils during all break times.

Notes for the guidance of Staff on Duty:

Morning break

1. Keep a close eye on the Adventure Playground and football games, one MoD is designated to be across the road supervising the football pitches and far field
2. See that pupils remain within bounds
3. Ring bell for end of break five minutes before the start of the next lesson
4. Watch pupils come in, check that they wipe their feet if ground is wet and muddy

Lunchtime (Inside Dining Room)

1. An Upper Third pupil should be on duty at the head of the queue
2. All Common Room should monitor table manners. One member of the staff is on duty each day.
3. All Common Room see that pupils clear tables as they leave

Lunchtime (Outside)

1. Monitor the queue
2. Patrol the Quad and classrooms
3. Keep an eye on outside play areas
4. Ring bell at 1:20pm
5. Check pupils coming in, as at break

Tea (Inside Dining Room)

Assist staff ensure that there is sensible behaviour in Dining room. Ensure pupils leave tables clear and clean

(Outside)

As for morning break.

Theft (Whole School)

Our prime aim must be to foster an atmosphere of trust within the School community. This requires pupils to respect the property of others and to take responsible care of their own belongings. Pupils are discouraged from bringing valuable belongings to School and encouraged to make sure that their belongings are clearly labelled. In appropriate cases members of Common Room will offer to take care of money or valuables. Third Form boarders are given the opportunity to have a lockable space and all boarding pupils are encouraged to keep money and personal identification in the Houseparent's safe. All personal electronic items are locked in individual cubby holes overnight and during the school day unless required.

Young people are notoriously casual with belongings and are often vague about the distinction between borrowing and theft. All colleagues must instil the idea that anything taken without the owner's knowledge and consent is stolen. When theft is reported, it is important to minimise the inevitable tensions and suspicions, especially within a House, whilst reassuring pupils that the matter is taken seriously and that something is being done.

Thefts inside school jurisdiction

Theft should be reported to a member of the Common Room. A member of the Senior Management Team should be informed immediately. The member of the Common Room should complete a theft report form, available from the intranet or Assistant Head. The Assistant Head may then take further action: advertise for lost items in House; help the pupil search their own room; search other rooms for identifiable property with the occupants present; contact parents asking for help in finding an item.

A copy of the theft report should be forwarded to the Deputy Head who will consult with the Assistant Head over further action to be taken. Parents of the victim should normally be informed as a matter of course. If a large sum of money or valuable property is taken or if there is a series of thefts, the Assistant Head or Deputy Head will consult with the Headmaster with a view to calling the police. The police should also be informed if parents wish to make an insurance claim for a missing item.

Thefts outside School

When pupils are not under the School's jurisdiction, if the School becomes aware that an offence has been committed, pastoral support may be offered but the School reserves the right to impose a sanction if the circumstances warrant it.

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 usually include a brief meeting with the Senior Registrar/Registrar or Assistant Head, a tour with an appropriate Upper Third pupil, including a visit to a classroom, a meeting with the Houseparent, and a meeting with the Headmaster. These visits generally last for two hours.

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. During the evening visitors should report to the Houseparent.

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 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.

Missing Pupils

If you suspect a pupil is missing, report to the receptionist who will check that the pupil is not in lessons, the medical centre, the library, a music lesson or the sports centre and will also check the house and likely whereabouts. Finally they will explore mobile phone contacts and contact parents of day pupils. If the pupil is still not found, contact a member of the Senior Management Team who will ask his or her friends where he or she might be. It will be stressed to them that it is a serious matter and individual judgement used about whether to declare an amnesty on disciplinary action.

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

As with all Safeguarding, the advice is to act quickly, 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.

If a child is not collected as expected, the office will contact parents and if necessary, the emergency numbers held on file. Outside the normal school day, the pupil will join the boarders and be cared for in Cadogan House until the parents or nominated guardians arrive. Normal safeguarding procedures are followed and the Head is always informed if a pupil has to stay overnight or if an event or incident has affected a family. Periodically, late stay is discussed at SMT to establish if any patterns are spotted from a pupil welfare point of view.

Form Tutoring

The Form Teacher has an important role to play in: developing a rapport and sense of mutual trust with pupils in his/her care; encouraging high levels of performance, good work habits and commitment to extra-curricular activities; helping pupils to develop a sense of self-worth and to become more independent; encouraging and supporting those in their Form group in all areas of school life, e.g. attending concerts, watching matches, etc.

As adults working with young people, Form Teachers are likely to be party to sensitive information. Staff should never give an absolute guarantee of confidentiality to pupils but should ensure that information is only disclosed to the minimum number of people who need to know. It is important that Form Teachers are familiar with the School's Child Protection procedures.

Information for all pupils is held on iSAMS. Special needs information and psychologists' reports are held by the Head of Learning Development who will make information available to members of the Common Room as necessary. One-to-one discussions between new and old Form Teachers of certain pupils are advisable. The following are on iSAMS:

- Parents'/guardians' address(es), contact numbers and family circumstances. These should be checked at the beginning of each term and the School Office informed of any changes.

- assessments, interim reports, Form Teacher reports
- Internal and relevant external examination results

Form Teachers must also record, and in the case of significant items, copy to the Headmaster's Office:

- Their regular discussions with tutees including target setting
- Involvement in Activities, team games, music, drama, and the like
- Achievements, posts of responsibility held and service to the community
- Action Plans and Welfare Plans
- Correspondence and telephone calls with parents or guardians and copies of letters from the Headmaster and other senior staff.
- Any confidential report; to be written according to school policy

Form Teachers are responsible for the registration of their Form group using the iSAMS database both in the morning and the afternoon. The receptionist will telephone parents of students not in registration whose absence is not explained.

Monitoring a pupil's academic progress

The Form Teacher is the key person in assessing a pupil's general progress and strengths and weaknesses in the academic field, using the following information: CAT4, Progress tests in maths, English and science, and regular assessments; beneficent and non-satis notice through iSAMS, informal discussion with subject staff and interim reports; the list of possible underperformers produced by the Senior Teacher; end of term reports and examination results. If academic problems persist and further action is necessary, it is the Form Teacher's responsibility to inform the Deputy Head so that they have a clear picture of the situation. If necessary, the Deputy Head will write academic warning letters following examinations; it is helpful for the Deputy Head to know of any factors contributing to that set of results.

Pastoral care and pupil discipline

Form 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. Form 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 Form Teachers and subject teachers. Where there are significant concerns about a particular pupil, the Deputy Head or Assistant Head will liaise with the Form Teacher in calling a meeting of all relevant members of Common Room. The outcome of this meeting should be a Welfare Plan.

On occasions, Form Teachers may feel that pupils would benefit from counselling. The Chaplain and the Medical Centre are available to provide support and advice. The School Counsellor is available to boarders.

Appendix 1 Child Protection (Safeguarding) Policy

Culford School puts at the centre of its operation the safeguarding of the pupils of the school. There is a commitment to keep safeguarding at the forefront of every employee and volunteers mind. We encourage a culture of challenge, not just to act when there is a need, but also in the way we think to ensure the risks of harm to the pupils' individual welfare are minimised. This policy and procedures are for the whole school including Early Years Foundation Stage (EYFS) and are in accordance with the following national guidance:

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

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

Key Contacts;

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

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

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

MIST Safeguarding Lead eastonb@methodistchurch.org.uk

MIST Independent Safeguarding Consultant carolyn.eyre@btinternet.com

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

Suffolk Safeguarding Partnership (SSP) suffolkscb.org.uk

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

Department of Education dedicated telephone line 0207 3407264

Counter-extremism@education.gsi.uk

NSPCC Whistleblowing Helpline 0800 028 0285

help@nspcc.org.uk

Ofsted 0330 123 1231

enquiries@ofsted.gov.uk

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

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

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

[MIST Safeguarding Policy](#)

Culford Child Protection (Safeguarding) Policy

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

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

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

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

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

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

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

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

Culford School recognises that:

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

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

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

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

For school leaders, employees and volunteers, this policy should be read alongside the Staff Code of Conduct, to be found under Employment Handbook and also alongside the rules on appropriate use of

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

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

Procedure in the Case of Suspected Child Abuse

All employees and volunteers must be aware that any child within the School may suffer physical, sexual or emotional abuse, or neglect; at home, in school or away from both settings. Abuse may be perpetrated by parents, or those having parental responsibility, siblings, staff, other adults or other children, within the working day or in the boarding setting, individually or in groups. Sadly, abused children are found in families from all social groups and in all settings. Colleagues should, therefore, be sensitive to behavioural and physical indicators which may draw attention to the possibility of abuse. When employees or volunteers see any signs which cause them concern they may have the opportunity to seek information, with tact and sympathy, from the child. They should report their concern to the DSL or DPSP by completing the Culford Record Form which should be given hand to hand or left with the Headmasters PA for the DSL or DPSP 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 2003¹⁰⁹ 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 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 5GE cannot be filters therefore the school educates pupils through e safety training part of their PHSE lessons. This can take the form of Face to face or online education.

Reviewed: February 2020

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

Appendix 2 Trips Out of School

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

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

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

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

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

Pupil safety, supervision and code of conduct

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

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

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 Information Communication Technologies (ICT Policies)

Overview

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

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

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

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

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

Safety

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

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

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

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

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

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

Incidents

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

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

Responding to incidents of misuse

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

- Save all evidence, do not shutdown or logoff the device, secure and isolate the device.

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

Email

The use of email is an essential means of communication for both staff and pupils. In the context of Culford School, email should not be considered private. Educationally, email can also offer significant benefits. All users need to understand how to style an email in relation to good network etiquette.

Managing email

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

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

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

Sending emails

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

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

Receiving emails

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

Emailing Personal, Special Category, Confidential or Classified Information

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

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

Internet Access

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

Managing the Internet

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

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

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

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

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

Personal or Special Category Information

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

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

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

Safe Use of Images, Video and Sound Recordings

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

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

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

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

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

Pupils should not use personal digital equipment to record others, including when on field trips. However, pupils may record images, video or sound of others with the express permission of a member of staff, providing the material is not inappropriate and is not used inappropriately. Pupils must not take, use, share, publish or distribute images, video or sound of others without their permission.

In EYFS staff are required to hand in their mobile phone in the phone basket in the office during working hours. In the event that an employee has an emergency, or is waiting for an important call, they may request permission to use the nursery phone. If staff are witnessed using a mobile phone in the playrooms, toilets, sleep room or kitchen they may be subject to disciplinary action. Staff are not

permitted to use any personal recording devices camera, camcorder, ipad or any other device anywhere in the nursery or Pre Prep. Devices for recording observations for Tapestry are provided.

Storage of images, video and sound recordings

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

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

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

Conferencing

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

School ICT Equipment

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

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

Portable & Mobile ICT Equipment

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

Users should synchronise all locally stored data with the central school network server on a frequent basis. Portable and mobile equipment must be made available as necessary for anti-virus updates and software installations, patches or upgrades and the installation of any applications or software must only be authorised, fully licensed and installed by IT Services. Portable or mobile ICT equipment must not be

left unattended and, wherever possible, must be kept out of sight. It must be transported in its protective case if supplied.

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

Mobile Technologies

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

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

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

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

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

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

Managing Social Networking

Social networking sites, if used responsibly both outside and within an educational context can provide easy to use, creative, collaborative and free facilities. However there are issues regarding the appropriateness of some content, contact, culture and commercialism. Users must think carefully about the way that information can be added and removed by all users, including themselves, from these sites. At present, the school endeavours to deny access to social networking sites to pupils within school during the working day.

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

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

Telephone Services

School telephones are available in term time for all School business, but only for local or UK calls. Anyone requiring calls outside the UK must see the Head of IT Services. The school has two mobile phones which are usable in Europe. They are available from the School Office for use on school trips.

Be aware that the laws of slander apply to telephone calls. Whilst a telephone call may seem to have a temporary and private existence it still qualifies as admissible evidence in slander law cases.

Monitoring

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

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

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

Breaches

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

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

Computer Viruses

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

Data Protection and Security

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

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

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

New software or apps

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

Security

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

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

- Ensure the recipient knows the fax is being sent and that it will be collected at the other end.
- Send the front sheet through first and check that it has been received by the correct recipient.
- Add the rest of the document to the fax and press the redial button.
- Don't leave while transmitting; wait for the original to process and remove it from the fax machine.
- Wait for confirmation of successful transmission.
- Confirm whether it is appropriate to fax to another colleague if they are not there to receive it.
- Use only the minimum information and anonymise where possible.

Passwords

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

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

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

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

Remote Access

Individual users are responsible for all activity via any of the Culford School remote access facilities. Only equipment with an appropriate level of security for remote access should be used; not, for example, equipment provided in a publically used internet café. To prevent unauthorised access to

School systems, users must keep all information such as logon IDs and passwords confidential and not disclose them to anyone. They should avoid writing down or otherwise recording any network access information. Any such information that is written down must be kept in a secure place and disguised so that no other person will be able to identify what it is.

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

Inventions, Patents, Copyright

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

Communications with the Media

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

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

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

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

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

Social Media

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

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

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

- Post comments or other content as an official representative of Culford.
- Respond to positive or negative comments regarding the school. Should you come across comments or other postings that are of interest or concern, you should forward them to the Marketing Department who will handle matters.

- Make references to you being a member of Culford's staff while on Social Media. This includes things such as Social Media biographies and the use of 'Culford' in the naming of any blog, forum or instant messaging accounts. Making reference to your position is permitted on professional networking sites such as LinkedIn.
- Post official Culford footage, images or other media, particularly when children can be seen, on any Social Media Platform.
- Tag any Culford pupil on Social Media. Tagging increases an images profile in internet searches and makes identification possible.
- **You must not accept or solicit friendship or follow requests from current pupils or engage with them directly on Social Media. If asked to engage with alumni (former pupils) on social media you should ensure that the Foundation and Marketing Department are aware, to protect your own position.**

Other digital Communications

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

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

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